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ABSTRACT

This publication is a guide to Wisconsin's 40-hour high school course for assistant child care teachers. A total of 11 units describe: (1) the child care industry and the services it provides; (2) the arrangement of space and provision of equipment; (3) children's development from birth through 8 years of age; (4) techniques for interacting appropriately with children; and (5) the importance of developmentally appropriate classroom activities, safety, health, first aid, proper nutrition, positive interpersonal relationships, work with children, and professional development. Each unit consists of: (1) an overview including a unit goal and unit objectives; (2) a content and subject matter section designed to serve as a reference for teachers; (3) descriptive material detailing activities for each content section; (4) handouts for students; and (5) lists of resources for each unit. Teachers may not have enough time to use all the activities listed. Appendices offer background information; a list of skills and abilities required for assistant child care teachers; a list of important competencies of assistant child care teachers; and a bibliography with 100 citations of books, brochures, reports, resource guides, and video cassettes. (RH)

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A TEACHER'S GUIDE

Assistant Child Care Teacher

PS 019580

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Wisconsin Department of Public Instruction
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Foreword

Because of changes in the labor force, quality child care has become a major concern of parents, schools, and industry. As a result, the need for child care workers has increased and will continue to increase in significant proportions throughout the decade. In response to the need for trained child care workers, Wisconsin schools as well as others nationally, will be called on to train students as child care workers.

The idea for *Assistant Child Care Teacher: A Teachers' Guide* grew out of the work of many persons teaching Family and Consumer Education. It is designed as a planning tool for school districts and teachers who offer a secondary level program to train assistant child care teachers. We thank the Department of Health and Social Services for its interest and assistance in determining the goals and requirement for the course outline.

We hope that this teacher's guide can be helpful to those making decisions about training assistant child care teachers and about planning advanced level courses in Family and Consumer Education. The guide is a document designed to help with the development of excellent programs appropriate for the 1990s and beyond. The goal of the Department of Public Instruction is to prepare Wisconsin students for life by developing their full productive potential and their capabilities to adapt to changing technological and occupational requirements.

Herbert J. Grover
State Superintendent

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Guidelines for the Approved Course for Assistant Child-Care Teachers in Wisconsin Secondary Schools

History

March 1988: The Department of Public Instruction submitted a proposal to the regional offices of the state Department of Health and Social Services concerning a 40-hour course for Assistant Child Care Teachers (ACCT) in Wisconsin secondary schools. The Department of Health and Social Services reviewed the proposal, made recommendations, and gave final approval in August, 1988, for the Department of Public Instruction to develop, implement, and monitor secondary level Assistant Child Care Teacher programs, based on this approved proposal.

This book describes the characteristics of this approved program.

Assistant Child Care Teacher Course Outline

The required course outline, as listed on pages 1-6, is based on an analysis of research results, summarized in Appendix A, and DHSS administrative rules and information. The 40-hour requirement will be met by total contact minutes rather than equating 40 hours to 40 class periods. Most Wisconsin secondary schools have 40-55 minute class periods; therefore the course outline is based on 58-60 contact days. The course outline is divided into eleven units. These units are

1. Introduction to Child Care Services (4 days)
2. The Center Environment (4 days)
3. The Children (8-9 days)
4. Interacting with Children (4 days)
5. Classroom Activities (10 days)
6. Classroom Safety (3 days)
7. Health and First Aid (5 days)
8. Meals and Snacks (2-3 days)
9. Center Relationships (4 days)
10. Working with Children (10 days)
11. Professional Development (4 days)

Teacher Qualifications

This DPI approved assistant child care teacher training program is considered an advanced level vocational-occupational course. Therefore, the DPI established certification is license number 211-Child Services, Vocational. The 211 license requires a basic 210 home economics license and 2,000 hours of home economics related work experience with at least 1,000 of these hours in the child care services area. This related work experience

does not include professional teaching experience. It is work experience in the child care industry which the students eventually will enter.

Approval/Monitoring Process

Initial Approval: The local district will submit a proposal to establish a DPI approved assistant child care teaching training program by February 1 of the preceding school year. Therefore, the local district planning to offer the program in 1992-93 would submit its proposal on or before February 1, 1991.

On-going Monitoring Process: Districts are required to send their teacher who is approved to teach this course to a one-day regional, annual inservice. At these September/October meetings, course outlines and teacher licensure will be reviewed. The names of participating students will also be placed on file. In addition, teachers will receive yearly inservice and updating. Following these meetings, the Department of Health and Social Services and the VTAE System State Home Economics Consultant will receive a current list of approved schools and teachers, including the number of student participants in each school.

Student Enrollment Standards: Districts are required to insure that the following enrollment standards are met:

- Student enrollees must be eleventh or twelfth graders or at least 17 years of age.
- Student enrollees must have potential career interests in the childcare industry or in a professional or technical career involving children.
- Students should meet the physical/emotional health requirements for employment.
- The class size should be no more than 20 students. Fifteen students is the recommended class size.

Student Certification: Districts are required to maintain records for attendance and pass-fail requirements.

- The attendance minimum shall be 85 percent of the proposed training hours. Excused absences of 15 percent of the hours could be made up at the discretion and approval of the instructor.
- The student should receive at least a "C" grade based on the evaluation in the state course content.

Certification of Graduates

The local district will submit to the Department of Public Instruction the names of students who have successfully completed the approved program. The department will assume responsibility for awarding individual certificates to these students. The students can use the certificates as evidence of successful completion of the Assistant Child Care Teacher program.

Assistant Child Care Teacher Course Outline

Child Services Project
Wisconsin Department of Public Instruction
1988

Unit 1: Introduction to Child Care Services (4 Days)

Course Objective: Describe the child care industry and the services it provides

Unit Objectives: The student will be able to

- describe the necessity for and purpose of group care for young children.
- list the services that day-care centers provide.
- list the types of day-care centers: parent cooperative, chain, sick child care, church sponsored, employer sponsored, and family day care.
- describe the typical staffing patterns used in a child care center: director, head child care teacher, and assistant child care teacher.
- explain the staff roles and the responsibilities of child care workers within a setting.
- identify the staff qualifications required in Wisconsin for the director, head child care teacher, and assistant child care teacher.

Unit 2: The Center Environment (4 Days)

Course Objective: Arrange space and provide equipment

Unit Objectives: The student will be able to

- describe the impact that licensing has on center space.
- describe how group size affects the selection and organization of space.
- discuss room arrangement for each of the classroom areas: block building, art, socio-dramatic play, woodworking, science, mathematics, small manipulative activities, story telling, music, and eating.
- describe the importance of safety in planning the physical space of a child care center.
- list equipment and supplies needed for infants, toddlers, and mixed groups of children, ages 2½ to 5.

Unit 3: The Children (8 - 9 Days)

Course Objective: Describe the developmental sequence of children from birth through eight years of age, incorporating cultural differences

Unit Objectives: The student will be able to

- identify the four areas of development: physical, social, emotional, and intellectual.
- describe how children develop physically, socially, emotionally, and intellectually.
- identify how cultural differences may affect a child's development.
- describe characteristics of children at different ages and stages of their development.
- identify the purposes of observation in early childhood settings.
- describe different methods of recording observations of young children.
- observe a group of young children and record their activities.

Unit 4: Interacting with Children (4 Days)

Course Objective: Describe appropriate guidance techniques for interacting with children

Unit Objectives: The student will
- list positive verbal and nonverbal interaction techniques.
- recognize the importance of appropriate behavioral limits, based upon the child's stage of development.
- explain the reasons for monitoring the behavior of children.
- describe how different parenting styles, cultural backgrounds, and social classes influence children's reaction to guidance techniques.
- describe the importance of planning a daily schedule.
- assist in planning a daily schedule related to the children's needs.
- explain the importance of and plan transition for moving children from one activity to another: large group, small group, outdoor, indoor, nap, and meals.
- describe positive center arrival and departure techniques.

Unit 5: Classroom Activities (10 days)

Course Objective: Comprehend the importance of planning classroom activities based on the children's developmental levels

Unit Objectives: The student will be able to
- choose developmentally appropriate equipment and activities.
- plan and coordinate activities according to the children's developmental stages.
- present a variety of activities related to the four areas of development: intellectual, social, emotional, and physical.
- organize space and materials for self-selected activities during free play.
- identify resources that can be useful in planning developmentally and culturally appropriate programs for young children.
- plan an activity for each of the curriculum areas: storytelling, art, music, sociodramatic play, block building, science, and mathematics.
- select developmentally appropriate storybooks for children, using these criteria: size of books, illustrations, length, content, and cultural variety.

Unit 6: Classroom Safety (3 Days)

Course Objective: Comprehend the importance of planning classroom activities based upon the children's developmental levels

Unit Objectives: The student will be able to
- plan a safe day care center environment to prevent accidents, allowing open space.
- explain the importance of constant supervision.
- identify possible classroom and outdoor safety hazards.
- explain the importance of reporting necessary repairs to the director.
- recognize the importance of a well-designed evacuation plan for fire safety.
- provide first aid for bumps, bruises, and minor cuts.

Unit 7: Health and First Aid (5 Days)

Course Objective: Explain the importance of health and knowledge of first aid in a child care center

Unit Objectives: The student will be able to

- recognize the symptoms of contagious diseases and childhood illnesses, including typical behavioral patterns.
- provide first aid for bumps, bruises, and minor cuts.
- develop CPR and infant CPR skills.
- discuss liability of transporting children in center-owned vans.
- identify center procedures used when a child becomes ill.
- explain the importance of sanitary procedures, including washing hands, brushing teeth, toileting, and disposing of soiled materials.

Unit 8: Meals and Snacks (2 - 3 Days)

Course Objective: Explain the importance of guiding children during snacks and mealtime experiences

Unit Objectives: The student will be able to

- explain how independent eating habits can be fostered at mealtime.
- describe appropriate table manners for a group of children.
- describe family service, listing tasks children can assist with at meal and snack times.
- identify foods that should be avoided because they may cause choking in young children.
- explain the importance of not touching other people's food or using other children's utensils.
- recognize the importance of planning menus.

Unit 9: Center Relationships (4 Days)

Course Objective: Describe the importance of maintaining positive relationships with staff, parents, and volunteers

Unit Objectives: The student will be able to

- list positive behaviors that would foster cooperative relationships among staff.
- identify ways of supporting the director and head child care teacher.
- describe ways of initiating positive parental contacts.
- explain how to make center volunteers feel accepted and needed.
- identify possible stressors present in a child care environment.
- list ways of positively managing stress in the role of the assistant child care teacher.

Unit 10: Working with Children (10 Days)

Course Objective: Participate in a classroom with a group of young children

Unit Objectives: The student will be able to

- demonstrate basic child observation skills.
- plan, implement, and evaluate developmentally appropriate activities for individuals and groups.
- model acceptable behavior.
- assist children in learning daily routines.
- guide children's behavior in adjusting to new activities.
- model appropriate standard English.
- observe children's body language for signs of aggression.
- encourage children to participate in cleanup activities.
- supervise and comfort children who are isolated because of emotional upset or illness.
- supervise snack and meal times.

Unit 11: Professional Development (4 Days)

Course Objective: Recognize the importance of self-management and development as an assistant child care teacher

Unit Objectives: The student will be able to

- identify the importance of a positive attitude in the workplace.
- explain the importance of accepting advice and supervision from the director and head child care teacher.
- shadow a head child care teacher for a day, recording his or her responsibilities and routines.
- identify further opportunities for education in the child care field at the post-secondary and college levels.
- identify the state licensing rules for which the assistant child care teacher is responsible.
- identify major child care resources, such as publications and equipment catalogs.

Introduction to Resource Units

The format of the units in this teachers' guide is unique. Each unit consists of the following sections:

1. An Overview including a unit goal and unit objectives.

2. A Content/Subect Matter Section designed as a reference for teachers. This section outlines the scope and sequence of the subject matter included in the unit.

3. Classroom Interaction detailing activities for each content section. These are arranged in the same order as the Content/Subject matter in the Resource Units.

4. Student Handouts are provided that might be particularly useful in teaching this unit.

5. Resources (authors and titles) are listed with each unit. These unit specific resources are fully detailed in a general reference list in Appendix B on page 194. The comprehensive list includes all of the bibliographic information as well as telephone numbers, addresses, and IBSN numbers.

More classroom activities are listed than a teacher may be able to use, given the number of days allotted per unit. Teachers are free to select those activities which are most appropriate for their students, but they should try to select activities from each of the designated content areas. Teachers also may wish to design some of their own student activities to meet the required course and unit objectives. Student achievement should be based on the required course and unit objectives.

*Suggested Resources for Planning Assistant Child Care Courses**

General Resource Books

Beaty, J. *Skills for Preschool Teachers.*

Brisbane, H.E. *The Developing Child: Understanding Children and Parenting.*

Conger, F.S. and I.B. Ross. *Child Care Aide Skills.*

Herr, J. *Working with Young Children.*

Marhoefer, P. and L. Vadnais. *Caring for the Developing Child.*

Marotz, L. et al. *Health, Safety and Nutrition for the Young Child.*

Wilson, L.C. *Infants and Toddlers: Curriculum and Teaching.*

The items listed here can be ordered from The National Association For the Education Of Young Children (see Appendix B).

Books:

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. S. Bredekamp, ed.

Seaver, J. W. et al. *Careers with Young Children: Making Your Decision.*

Setting Up for Infant Care: Guidelines for Centers and Family Day Care Homes. San Fernando Valley Child Care Consortium, A. Goodwin and L. Schrag, Co-Chairs.

Understanding the Multicultural Experience in Early Childhood Education. Saracho, O. N. and B. Spodek. eds.

Brochure:

Careers in Early Childhood Education.

*For additional publication information, see Appendix B, page 194.

The Need For Child Care

History
Women in the Work Force
Family Income Levels
Availability of Child Care
The Cost of Child Care
Effect on Children
Wisconsin Trends

History

Throughout history, children in our society have been cared for in a variety of ways. Parents, grandparents, other relatives, and neighbors have all played roles, as have schools and day-care centers. Today, with a decline in the extended family's availability, the need for school and center child care is greater than ever. Grandparents, for example, are no longer as available as they once were to care for grandchildren while parents work. Many grandparents, grandmothers in particular, are now themselves employed and may live hundreds of miles away from the grandchild in need of care. Similarly, other forms of child care are no longer readily accessible. Changes in family structure and the number of women entering the work force have also placed the demand for child care at an all time high.

The need for school and center child care is greater than ever.

Historically, care in schools and day-care centers has come in many different forms. Children old enough for kindergarten have had access to care while a parent or parents work. For younger children, programs include private centers operated for profit as well as those run for nonprofit purposes. Child care centers may be subsidized partially by corporations for whom the parents work. Some child care centers are educational in orientation; others are not.

Also widely used for child care are family day-care homes: groups of children cared for in a caregiver's home. Like centers, some family day-care homes have an educational orientation while others do not.

A third type of child care is that offered through or housed in a church. It is estimated that more than three million American children are cared for in church-housed, child care programs every day. And, according to the National Council of Churches, up to 70 percent of all child care centers in the United States are in church buildings. Half of these programs receive free space, involving multi-million dollar subsidies by congregations.

The forerunner of many current quality child care centers was a facility established in Portland, Oregon in 1945. This facility, the Kaiser Day-care Center, was created to serve child care needs of employees at two massive shipyards during World War II. Even in its time, the Kaiser Center was the world's largest day-care facility, serving 1,125 children each day. Due to shift work at the yard, the center was open 24 hours each day, 364 days a year.

Effort was made at the Kaiser facility to recruit and hire only the best qualified staff. Thus, teachers were required to have bachelor's degrees in child development and at least three or more years teaching experience. Many teachers came from other states to work at the site. These standards helped set the criteria for determining quality in centers today.

Women in the Work Force

Women entering the work force are doing so for a variety of compelling reasons. Some work for self-fulfillment, others for opportunities to make contacts and use their education. However, the need to work due to economic necessity is becoming more and more common. Economic factors now play a large role in the employment of women in both two-parent and single-parent families. Many women are forced to work due to divorce or the death of a spouse or simply for additional income.

The number of women in the work force has been steadily increasing: 18.39 million in 1950; 31.54 million in 1970; 45.49 million in 1980; and a projected 57.23 million in 1990. It is predicted that in 2000, 66.67 million women will be employed outside the home (Hofferth, 1989).

The largest increase in the labor force has been among women with children under the age of three.

These numbers, of course, include mothers with children under 18. The Bureau of Labor Statistics (1980) reported these numbers: mothers with children age six to thirteen, 68 percent employed; with children age three, 58 percent; with children age four, 59 percent; and with children age five, 57 percent.

It is expected that in the coming years, the largest source of new workers will be women. In fact, the largest increase in the labor force has been among women with children under the age of three. Almost half of all married mothers with children aged one year or younger are now employed outside the home.

The values and motivation of workers will probably change as well. In the future, it is expected that workers will reject traditional job motivation and look instead for other motivating factors such as opportunities for advancement, challenges, and chances to develop abilities. In addition, many workers will be required to have a college education. Occupations that require college training are among the fastest growing of all work force positions. The demand for teachers will increase accordingly, with the demand exceeding the supply by the year 2000.

Family Income Levels

According to 1988 statistics, 65 percent of families in the United States earned less than $68,780 annually. Three percent of these earn less than $10,469. This contrasts with 1977 statistics which showed that five percent of families earned less than $10,469 and 69 percent earned less than $68,780 (Hofferth, 1989). Thus, the number of families in the lowest income bracket has been decreasing, while the number in the highest bracket has been increasing.

Families with young children, however, experience a different income distribution level. Seventeen percent of families with children under six earn less than $10,000 annually. In particular, 59 percent of single parent

families earn less than $10,000 annually. Likewise, 91 percent of all families with children under six earn less than $60,000 annually. This represents 89 percent of all two parent families and 99 percent of all single parent families with children under age six (Hofferth, 1989). The greatest number of two parent families with children under age six are found in the $20,000-$29,999 bracket; the next most common group earn between $30,000 and $39,999 annually (Hofferth, 1989).

It is estimated that 26 percent of children under 18 years of age live in a single parent home. This number is expected to rise steadily, so that by 1990, the number of children in such a home will have risen by 48 percent in 10 years. Additionally, single parent families face other income problems. One of every three mothers entitled to child support does not receive it. For those who do, the average annual payment is less than $1,800, or about 20 percent of their income. Specifically, three out of five women earn less than $10,000 annually and half of all working women's husbands earn less than $20,000 annually. Half of these, or 25 percent of all married women who work, have husbands who earn less than $10,000 annually (Galinsky, 1986).

Availability of Child Care

The increase in the number of mothers in the work force means that for 50 percent of American children, some type of nonparental care is needed. This figure translates to 10 million children, at least 3 million of whom are infants. The number of licensed slots available to accommodate these children is estimated at 2.5 million (Hofferth, 1989). Thus, the number of children in need of care far exceeds licensed slots available. Additionally, between two and ten million children, birth through age 13, are "latch-key" children; that is, they must care for themselves during some part of the day (Hofferth, 1989).

What we find today are children cared for in diverse settings and in a variety of ways. Approximately 30.6 percent of America's children are cared for in another person's home, while 14.8 percent attend a child- or day-care center. Fourteen percent have arrangements which fall into other categories (Hofferth, 1989).

The types of care and education used by families vary, according to whether or not the mothers work outside the home. Although perhaps an unfair assignment, mothers have traditionally shouldered the responsibility for child care arrangements. Thus when national trends are discussed, figures are quoted most often in terms of maternal statistics. The fact is that both men and women feel the stress of combining work and family responsibilities. In a national study, researchers found that the same proportion of men as women (1/3) reported a high degree of conflict between the demands of their work and their family life. In fact, in another study, the stress of balancing work and family responsibilities

was found to be the most significant predictor of depression among employees, regardless of gender (Hofferth, 1989).

Employed mothers with children under the age of five use various types of child care: 23.1 percent use day-care centers; 22.3 use family day care homes; 23.8 percent count on the other parent; 24.1 percent use a relative other than the parent; 6 percent use a nanny, and .7 percent enroll their child in kindergarten (United State Bureau of Census, 1987).

The Cost of Child Care

In Wisconsin, child care is the fourth largest budget item for a working family. It is exceeded only by costs for food, housing, and taxes. Nationally, the cost for child care varies widely, depending on geographical region and age(s) of the child(ren). For care outside of a child's home, costs for family day care are generally the lowest, typically falling in the $30 to $60 a week range. Costs for care at a day-care center are generally higher, typically $50 to $100 a week.

In a study which compared child care costs in Atlanta, Boston, Denver, and St. Louis, the cost for three types of care was the most expensive in Boston. This included a weekly cost of $260 to $340 for a full-time babysitter and $75 to $150 for care in a day-care center (Hofferth, 1989). The lowest price ranges in this study were found in Atlanta for family care ($30 to $60) and day-care centers ($30 to $70). A full-time babysitter, however, could be hired at the lowest rate ($165 per week) in all of the cities except Boston. Nationally, care by a full-time sitter generally costs two to three times more than other types do. Care outside of the home for infants usually costs more than that for older children. Child care costs for all ages can be reduced by state subsidies for low income families who qualify.

Effect on Children

The belief that children are negatively affected when a mother takes a job is widespread. In our society, many people assume that a child placed in a day-care center will suffer from the lack of "mothering." Frequently, studies compare children reared in care to those reared at home.

A mother's working outside of the home is not a predictor of how well her child(ren) will fare.

What these studies show, however, is that children of mothers who work outside the home do not differ greatly from children whose mothers are home all day. In the few studies that have found differences, those differences cannot be attributed to the variable of maternal employment. Thus, a mother's working outside of the home is not a predictor of how well her child(ren) will fare. Differences in effect on the child can be evalu-

ated by analyzing factors such as 1) the mother's and/or family's attitude toward the mother's employment; 2) how stressful the parents' jobs are; 3) other family-related stressful events; and 4) the quality of child care arrangements.

Wisconsin Trends

In Wisconsin, child care service is the fastest growing small business.

In Wisconsin, child care service is the fastest growing small business. For example, from 1981 to 1986, group and family day care centers in the state increased 48 percent. Care in group centers alone rose from five percent of all care provided in 1958 to 15 percent in 1982. Care in a provider's home rose during the same period from 25 percent to 40 percent.

Statistics for families in Wisconsin are similar to those found nationally. By 1990, over 60 percent of Wisconsin mothers with preschool children will be in the work force. The number of single parent families in the state is also rising, as evidenced by a 79 percent increase in their number from 1970 to 1980 (Hofferth, 1989).

The State of Wisconsin has almost 40 on-site or near-site day-care centers, including facilities serving hospitals, schools, and industry. In on-site centers, care is provided at a facility located either on or very near the grounds of the business. **Kid's Play**, for example, is a model day-care center for state employees. It serves 50 children, ages two months to five years and is located near the capitol in Madison.

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What Is Quality Child Care?

Quality Child Care
Child/Staff Ratios
The Effects of Quality Care on Children

Quality Child Care

One of the most important influences on children whose mothers are employed is the quality of child care the children receive.
—Ellen Galinsky

Many aspects combine to make a high quality child care program. Trained and certified teachers are one indication of quality, as are the types and range of activities offered to children in the program. Additionally, degrees of parental involvement and the staff/child ratio also affect program quality. In a high quality program, the training of teacher/caregivers is essential and a major determinant of how well children fare in the child care environment.

In the 1970's, the federal government conducted a study to investigate how various features of day-care centers affected the quality of care, and it concluded that one of the most important ingredients of quality was ongoing teacher/caregiver training. In programs where caregivers had early childhood training, children behaved more positively, were more cooperative, and were more involved in the program overall than children enrolled in programs where teacher/caregivers did not have such training.

In another study, trained caregivers were found to engage in more social situations and were more responsive to the children for whom they cared. In fact, teacher training was associated with additional teaching, helping, and dramatic playing between child and caregiver, as well as with more teacher-initiated interactions (Phillips, 1987).

Trained caregivers provide encouragement and direction, and promote the use of verbal skills.

Specialized training also seems to be related to the type of discipline employed by the teacher. Trained caregivers provide more encouragement and direction and promote the use of verbal skills by children more often than do caregivers who are not trained. Likewise, trained caregivers are found to be less likely to demand restrictive behaviors when interacting with children, which has a more positive effect on children than do more stringent modes of discipline (Phillips, 1987). According to Bredekamp (1987), a quality program is developmentally appropriate to age and to individuals. In an age-appropriate program, caregivers prepare the environment based on knowledge of the developmental pattern and the age span served. Thus, activities in a program serving two-year-olds are geared for two-year-olds, and so forth. In an individually-appropriate program, effort is made to match experiences to the child's developing abilities. At the same time, such a program attempts t. challenge the children's interests and levels of understanding.

Developmentally-appropriate programs use child development knowledge to identify the range of activities and materials appropriate for each specific age group. In such programs, the child has an opportunity both to initiate and to direct play, as well as to engage in play which is teacher supported.

In a developmentally appropriate program, planning is based on a teacher's observations of each child's special interests and developmental progress. The environment in such a program is prepared for children to learn through active exploration and interaction with adults, other children, and material. Children have an opportunity to play with real objects, not just model or pretend ones. Similarly, a developmentally

appropriate program assures that all aspects of a child's development be stimulated. This means using an integrated approach fostering emotional, social, and cognitive growth.

Other aspects of the child care arrangement also affect the quality of care. Among these are the degree of interaction between a child and the caregiver, the relationship between parents and caregivers, outside and inside support, convenience of the child care arrangement, and the adequacy of the program itself. The first three items directly relate to the quality of teachers in the program. Interaction or the amount and way in which the caregiver talks to the child, as well as the stability and length of their relationship, is central to the relationship. In addition, a positive relationship between parent and caregiver, including elements of cooperation and communication, is also essential.

A quality program is developmentally appropriate to age and to individuals.
—Bredekamp

Likewise, in order for quality to exist, the program itself must be at least adequate in several dimensions. It must be an environment where the health and safety of the children are protected, and it must insure that the proper child/staff ratios and proper group sizes are maintained at all times. In order to meet even minimum standards of quality, all teacher-caregivers should have had at least some form of training and/or education.

Child/Staff Ratios

A quality program is one in which ratios of children to staff are fairly low. In each state, the law mandates these ratios. Regulations also exist for the maximum number of children (by age) which may be grouped at one time. Regulations for group size and child/staff ratios help assure quality by allowing time for each provider to have adequate amounts of time to spend with each child. Such ratios affect not only quality of direct care but also the availability of such care. Because staff salaries comprise the largest component of a center's cost (about 75%), a low child/staff ratio limits the number of child care slots a center with a restricted budget can offer.

In each state, law mandates ratios of children to staff.

In Wisconsin, one caregiver must be available for every four infants present. The ratio rises to one caregiver per six children, ages two to two-and-one-half; one per eight for children aged two-and-one-half to three. For children ages three to four, four to five, and five to six, the ratios are 1:10, 1:13, and 1:17 respectively. In Wisconsin, group size is mandated as well. Up to eight children under age two may be grouped at one time. This number increases with age, reaching a maximum of 32 children, age five or older, in one group.

The Effects of Quality Care on Children

Children in quality programs tend to benefit in positive ways.

The quality of the day care environment can have profound and lasting effects on children. Children in quality programs benefit in positive ways. They engage in more friendly interactions with peers; they are happier, more socially competent, and better able to negotiate problems than those enrolled in programs of lesser quality. Also, children in quality programs are found to have better impulse control and are more accepting of and more accepted by their peers.

In a series of three studies which examined the long-term consequences of poor quality care, results were negative. These children, by age eight, were found to be more hostile and less task-oriented. They were found to interact with peers less often and engage in more solitary activities, including wandering about aimlessly. Such children were found to have less positive peer relationships overall than their counterparts in quality programs.

Children in center programs consistently score higher on assessments of cognitive ability, social knowledge, and sociability than do those experiencing home care. On the whole, children in center care are found to be six to nine months more advanced on cognitive measures than their peers (Phillips, 1987). Children in center care also fare better on scores measuring social cognition. Center-reared children maintain an upper edge until about age 4½. At this time, the gap disappears, and children from both center and home care achieve about equal scores. Finally, children in center care are found to score consistently higher on tests of social competence as measured by interactions with adult strangers. For both groups, however, scores on this dimension increase to about age three, at which time they drop before beginning to rise again at 3½ (Phillips, 1987).

Among the reasons children in centers fare better than those in home care situations may be the differences between the two settings. Center programs are usually more structured than home care arrangements. Also, children in centers engage in more informational activities and watch television less often than do those in home care (Phillips, 1987).

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*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

The Resource Units

Unit 1 - Introduction to Child Care Services
Unit 2 - The Center Environment
Unit 3 - The Children
Unit 4 - Interacting with Children
Unit 5 - Classroom Activities
Unit 6 - Classroom Safety
Unit 7 - Health and First Aid
Unit 8 - Meals and Snacks
Unit 9 - Center Relationships
Unit 10 - Working with Children
Unit 11 - Professional Development

Introduction to Child Care Services

4 Days

Overview
Historical Background of Child Care
Current Perspectives in Child Care
Child Care Services
Child Care Programs
Center Staffing
Staff Licensing
Classroom Interaction
Resources

Course Objective: Describe the child care industry and the services it provides

Unit 1 Objectives: The student will be able to

- describe the necessity and purpose of group care for young children.
- list the services day care centers provide.
- list the types of day care centers: parent cooperative, chain, sick child care, church sponsored, employer sponsored, and family day care.
- describe the typical staffing patterns used in a child care center: director, head child care teacher, and assistant child care teacher.
- explain the staff roles and responsibilities of child care workers within a center setting.
- identify the staff qualifications needed in Wisconsin for the director, head child care teacher, and assistant child care teacher.

Overview

Since the nineteenth century, society's view of children and who should care for them has changed. Today, due to economic factors and personal choice, most mothers work outside the home, creating the need for child care.

Many types of child care are available and offer a variety of services; they include parent cooperatives, chain-owned centers, sick child care facilities, church sponsored programs, employer sponsored centers, family care providers, and in-home care. Services may include summer school activities, before and after school care, special needs group programs, and others.

Center staffing patterns establish a chain of command and each position encompasses its specific responsibilities. Qualifications for the director, child care teacher, and assistant child care teacher positions are described in the Wisconsin Administrative Code, HSS 55.32.

Historical Background of Child Care

Traditionally, women have shouldered the responsibility for child care in American society. During America's colonial, revolutionary, and early national periods, women generally functioned within the framework of a family work unit. An entire family produced goods or services on a family farm, in an artisanal shop, or by other means. Womens' role within this framework usually included child care; however, it existed as only one of their many daily responsibilities. Although mothers most often bore this responsibility, a network of extended family members, including grandmothers, aunts, nieces, sisters, and women neighbors, also shared the task of looking after and providing for childrens' needs.

During the nineteenth century, economic conditions, industrialization, and a rising middle class changed society's perspective of women and assigned to them the lone roles of wife and mother. Unfortunately, this new perspective ignored all working class women, whose financial needs and cultural beliefs gave them obligations removed from motherhood. These wage earning women worked, either in or away from the home, on jobs that had no connection with child care. Black women, both before and after emancipation in 1865, nearly always worked in positions that limited their time with their children. Immigrant women, as well, had only limited opportunities to provide full-time child care. Even the white middle class women who fit the stereotype of domesticity generally had such vast amounts of work running their homes that not all of their time could be given to child care.

In large cities, parents frequently left children unattended if no one was available to care for them while the parents worked. To cope with this problem, child care centers, then known as day nurseries, were started in the mid-1800's. These day nurseries typically were located in church basements and settlement houses. Their main purpose was to provide custodial care, protecting children from harm. These types of private, church sponsored facilities continued into the twentieth century even though more women, as their families moved into the middle class, were no longer forced to work out of economic necessity. A large percentage of women remained in the workforce, and the need for child care still existed.

Child care centers were started in the mid-1800s.

War conditions in the 1940s created a need to fill factory vacancies, and more women rapidly entered the workforce. Both patriotism and the advent of better paying jobs lured mothers of all classes to work in both government and private factory jobs. To accommodate mothers and encourage them to assist with the war effort, nurseries and day-care facilities were established. These child care facilities, unlike those of the past, received federal funds, as well as local funds, to ensure quality child care at a low cost. When the war ended, both federal and local governments removed their funding; and society attempted to assign all women to the role of mother and chief child care provider.

During the 1960s, child care needs increased for a variety of reasons. As the feminist movement grew, some women grew dissatisfied with the assigned role of homemaker, and entered the workforce, joining the minority and working class women who had remained there after the end of World War II. At the same time, an increased social conscience led to the development of early childhood intervention programs. One such program was Headstart which had goals beyond basic child care. Headstart programs, based on parent education, provided health services and nutrition education. The program targeted economically disadvantaged, abused, or handicapped children.

The recession and rising inflation of the 1970s forced additional women into the work force. Thus, the number of two-income families increased. The divorce rate also increased, and single parent families became more prevalent. Often, divorced mothers became sole breadwinners for their families. As women in the work force increased, the pool of available caregivers dwindled.

Current Perspectives in Child Care

More than half of all child care arrangements are provided outside the family home.

The trend of the 1970s has carried over into current times. Economic factors and personal choice have caused many mothers to join the labor force. In fact, in 1986 34.1 million, or 58 percent, of all children under 18 had mothers in the work force. Nearly ten million of these children were five years old and younger. Projections for 1995 indicate that two-thirds of all preschool children will have mothers who work outside the home.

Today, more than half of all child care arrangements are provided outside the family home. Family day care—children cared for in the child care provider's home—accounts for 22.3 percent of the child care arrangements for children under five. More than 27 percent of preschool children are cared for in group settings, that is child care centers.

Group child care settings are needed now more than ever for three major reasons. First, a larger number of mothers are in the labor force. Second, there are more single parent families. Third, greater geographical distance exists between family members, such as grandparents and grandchildren, which reduces the ability of the extended family to act as caregivers.

Societal views have changed slowly. Group care and care by nonrelatives is now more acceptable than it has been. Fathers also are taking a more active role in the care and nurturing of their children. Additionally, certain groups of people have begun to receive more attention by our society. These include multicultural/ethnic populations, people with handicaps or disabilities, and women. Continued change in child care programs is needed to accommodate these groups more readily.

The following table contrasts old and current concepts of child care.

Table 1

Old Concepts	Current Concepts
Day Care • was called day care. • was a social service. • was a public responsibility limited to the poor. • combined all the social services needed by poor families; these services were provided through day care. • was considered a "necessary evil" for families who had problems.	**Day Care** • is sometimes called early care and education. • is a public service needed by all social classes in every community. • supports families in performing their parenting and work roles. • is viewed as a community responsbility, even for those who are able to pay for their own child care. • includes several types of care: family day care, preschool/nursery programs, and full-day child care centers. These may be public or private.

Legislation

Child care laws have been enacted in every state to establish minimum requirements for the health and safety of children and child care providers. State regulations vary tremendously from state to state. Each individual state determines the adult/child ratio and the required minimum qualifications of the child care providers. Federal standards do not exist.

Child care laws establish minimum requirements. State regulations vary tremendously from state to state.

Child care centers and family child care providers who emphasize quality care strive to go beyond minimum regulations established by their state. In these facilities there is usually a lower ratio of children per caregiver than specified in state requirements. In addition, the curriculum is designed to meet the social, emotional, intellectual, and physical development of young children.

Research indicates that the following factors support quality care:

- appropriate educational background of caregivers, that is child development and early childhood training
- previous experience of caregivers, such as employment in the child care field; not just parenting and babysitting
- consistency of staff, meaning low staff turnover

Child Care Services

Child care services in Wisconsin encompass a wide variety of programs.

All-day group child care facilities are open more than four but fewer than 24 hours per day. Their activities and hours are regularly scheduled; in addition, they provide developmentally appropriate educational activities. The center usually serves meals and snacks. Kindergarten programs may also be available.

Drop-in group child care is a service usually provided in churches, shopping malls, bowling alleys, and recreational facilities. In Wisconsin, if a child's parent is on the premises, licensing is not required.

Preschool and nursery programs usually last only four or fewer hours per day and also offer regularly scheduled hours and activities. The parents or the center staff provide snacks. Developmentally appropriate educational activities are available.

School-age child care has a high ratio of children to adults. This type of care provides a variety of activities before and after school; sometimes summer care and vacation care may be available.

Sick child care provides temporary care for ill children and is usually relatively expensive. The service is limited to children with minor injuries or mild illnesses. A high ratio of adults to children is common.

Special needs groups are usually serviced by child care which is tailored to unique groups of children, such as those differently abled or those with medical problems such as asthma, cystic fibrosis, and so on. These programs may include children of many ages. The ratio of children to adults depends on the type of activities program provided and the needs of the children involved.

Summer school activities may be sponsored by recreational departments, Y's, churches, and school districts. These activities are usually theme oriented.

Child Care Programs

Child care centers may have a profit or nonprofit status.

Child care centers may have a profit or nonprofit status. Profit centers pay taxes; nonprofit centers are tax exempt. Nonprofit centers do not pay sales tax or income tax. Both profit and nonprofit programs may participate in government-sponsored service programs when they meet the qualifications requirement.

This is a list of typical programs which may have either a profit or a nonprofit status:

Chain-owned centers are owned by a company or corporation which frequently operates more than one center.

Church sponsored child care is operated by a church board; church members have preferential enrollment.

Employer sponsored child care is offered as a benefit by some employers. These centers are on-site or at a center selected by parents or employers.

Family child care providers usually work in their homes and typically have small groups of children in their care.

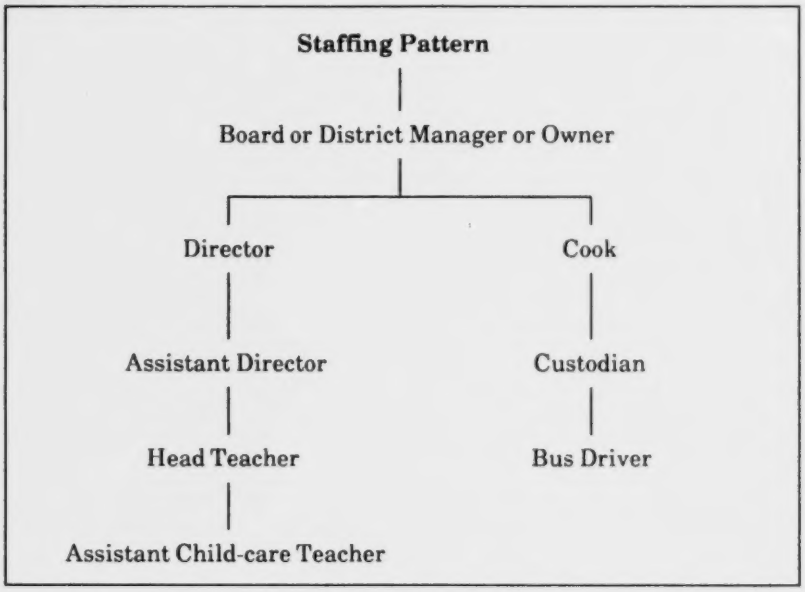
In-home care is made available in a child's home. These care givers may also be called nannies or au pair. A nanny may live in or outside of the child's home.

Parent cooperatives are owned and managed collectively by a group of parents; they require a high degree of participation by their members.

Sick child care is provided in various settings such as hospitals, child care centers, and/or a child's home. Sick child care usually is limited to temporary care.

Table 2 illustrates a typical staffing pattern for a child care center. Note that the chain of command begins with a governing board or owner to whom the director reports. Table 3 shows the responsibilities of child care personnel.

Table 2



- Some larger centers include an assistant director who is responsible to the director.
- The head teacher usually is responsible for planning and implementing curriculum.
- Assistant teachers work under the guidance of the head teacher in the classroom.
- The support staff may consist of a custodian, cook, and bus driver.
- Job responsibilities in individual centers vary according to the size of the center, its finances, and its purposes.
- In many smaller child care centers, the support staff's responsibilities are part of the teaching staff's job description.

Table 3

Responsibilities of Child Care Personnel

Responsibility	Director	Assist. Director	Teacher	Assist. Teacher	Cook	Custodian	Bus Driver
Perform central operations	X						
Aid in school philosophy, goals, and objectives	X	X					
Supervise all staff	X	X*					
Conduct staff meetings	X	X					
Keep records of staff and children	X	X					
Purchase and oversee maintenance of materials	X	X					
Ensure safe environment	X	X	X	X	X	X	X
Monitor progress of programs and students	X	X	X				
Develop center/parent relationships	X	X	X	X	X	X	X
Inform the community of center activities	X	X					
Act as role model	X	X	X	X	X	X	X
Use positive guidance methods			X	X			
Develop and implement lesson plans			X	X			
Assist in the classroom				X			
Remain warm and friendly with children, parents, and staff	X	X	X	X	X	X	X
Set up and cleanup of classroom			X*	X			
Prepare learning materials			X	X			
Prepare meals and snacks			X*	X*	X		
Plan and purchase menu items					X		
Maintain building cleanliness	X	X	X	X	X	X	
Perform minor repairs	X	X	X	X	X	X	
Transport center staff and children	X*		X*				X

*Sometimes may perform these duties.

Table 4

Wisconsin's Licensing Requirements for Child Care Staff

The minimum requirements for a child care center's director, teachers, and assistant teachers—which are stated in HSS 55.32, Wisconsin Administrative Code—are listed below.

Licensing Criteria	Requirements		
	Director	Child Care Teacher	Assistant Child Care Teacher
Age	At least 21	At least 18	At least 18
Education	2 years of post-high school credits or 80 hours in Early Childhood Education	2 years of post-high school credits or associate (CDA) credentials or 80 hours department approved training	40 hours department approved training
Experience	80-day, full-time child care provider	80-day, full-time child care provider	
Health Qualifications	Free from illness detrimental to children, free from symptoms of illness, free from communicable disease, and physically able to work with young children	Free from illness detrimental to children, free from symptoms of illness, free from communicable disease, and physically able to work with young children	Free from illness detrimental to children, free from symptoms of illness, free from communicable disease, and physically able to work with young children
Continuing Education	15 additional hours of training each year in early childhood educatio.	15 additional hours of training each year in early childhood education	15 additional hours of training each year in early childhood education
Other	Behavior must not cause concern for safety of children	Behavior must not cause concern for safety of children	Behavior must not cause concern for safety of children --- Work under supervision of teacher

Additional requirements are for those people having direct contact with children (except volunteers) to have a health examination within six months prior to or 30 days after beginning work. No one with tuberculosis or a health history of typhoid, parathyphoid, dysentery, or other diarrheal disease may work in a center until it is determined that person is not a carrier.

Classroom Interaction: Unit 1

Teacher Involvement	Student Involvement
Historical Overview	
Initiate group discussion • How were the children cared for when your grandparents were children? • How has child care changed?	Discuss key questions. Think of possible examples of child care and changes in child care.
Discuss history of child care, emphasizing how economic conditions have resulted in mothers entering the work force.	Participate in discussion.
Discuss current needs for child care. Key points: • Quality care • Affordable care • Types of care	Use key points as a basis for discussion: • Quality care • Affordable care • Types of care
Ask students to envision what will child care be like in 2025? • Teacher/child ratios • Parent involvement (amount and type) • Teacher qualifications/salaries • Types of classroom materials and equipment. • Will need for child care increase or decrease? Why?	Envision the future. What will child care be like in the year 2025? • Teacher/child ratios • Parent involvement (amount and type) • Teacher qualifications/salaries • Types of classroom materials and equipment • Will need for child care increase or decrease? Why?
Current Perspectives in Child Care	
Ask students to find current event articles related to the need for child care.	Select and read article. Summarize in writing and be prepared to discuss.
Contrast old and new ideas of child care.	Contrast old and new ideas of child care.
Discuss how views concerning child care and parental roles have changed. Key points: • Number of women working outside the home • Father's role in care of children • Child care arrangements	Participate in discussion include examples from reading and personal experiements. Key points: • Number of women working outside the home • Father's role in care of children • Child care arrangements
Discuss changes in our culture affecting child care services regarding the following: • Minority group status and services • Gender equality • Equal treatment of handicapped and disabled population	Participate in discussing the need for child care services to include the following: • Nonsexist programming • Multicultural programming • Handicapped programming

Teacher Involvement	Student Involvement
Legislation	
Brainstorm with class. Why is there a need for rules and regulations governing child care? What type of care would there be without these regulations?	Participate.
Develop ideal regulations for a center. These might include adult/child ratio for children of different ages, staff qualifications, experience, and in-service requirements. Discuss: Are these realistic in terms of cost to parents. Why or why not?	Develop ideal regulations.
Discuss possible benefits of group child care. Key points: • Socialization opportunities • Intellectual opportunities • Parental education • Support system for families	Discuss and give examples of possible benefits of group child care. Key points: • Socialization opportunities • Intellectual opportunities • Parental education • Support system for families
Types of Child Care Services	
Have students look in telephone books, in want ads, and at local Human Services Department to find types of child care programs. (Encourage students to use phone books from metropolitan areas.)	Complete assignment and be prepared to discuss findings in class.
Review and differentiate findings with class. What are the types of child care services and how do the purposes differ?	Participate and ask questions.
Have a panel discussion regarding child care services. Possible participants: • Parents • Community workers • Employer of a working parent • Minister • Teachers in building who have previous or current experience • Nurse	Develop a list of questions for the panel participants. Possible questions: • Reliability? • Cost? • Availability? • Hours opened? • Adult/child ratio?
Ask students to interview parents of preschool children about their views of child care. Key questions: • What's the value of child care programs? • Why or why not is your child in a child care program? • In what type of child care is your child enrolled? • Why did you select this type of program? • How close is the center to your home or place of employment?	Interview parents and describe findings in a one-page paper.

Teacher Involvement	Student Involvement
• How much does your child care cost? • What hours is the center open? • What is the center's curriculum like? • Would you recommend this center? • Are you satisfied with the program? Why or why not?	Interview parents and describe findings in a one-page paper.
Types of Child Care Programs	
Contrast the two major organizational types of child care centers. • For profit • Nonprofit	Discuss differences.
Describe typical types of child care programs. • Parent cooperative • Chain-owned • Sick child care • Church sponsored • Employer sponsored • Family child care provider • In-home care	Compare and contrast the programs discussed.
Have students pick one type of program and find additional information concerning that program; use magazine articles, visit a child care program, interview parents or teachers, or do other activity	Write a one-page summary of one of the programs presented in class.
Staffing Patterns	
Contact child care centers for job descriptions for the positions of • Director • Head Child Care Teacher • Assistant Child Care Teacher, others Compare and contrast. (See sample job descriptions.)	Read and discuss similarities and differences of responsibilities and qualifications.
Describe the staffing pattern most commonly used in child care centers. Discuss possible variations.	Participate in discussion.
If possible, invite a director to discuss the various job roles in a child care center.	List and differentiate jobs and make a summary report of the discussion. (See sample job descriptions.)

Teacher Involvement	Student Involvement
Staffing qualifications: Wisconsin's Licensing Requirements for Child Care Staff	
Using copies of the state's licensing requirements, outline the guidelines for staff qualifications. • Director • Child care teacher • Assistant child care teacher	Outline important facts.
Brainstorm qualities needed for the positions of director, head child care teacher, and assistant child care teacher. List on board.	Give ideas and prioritize which qualities are most important.
Ask students why they wish to work in the child care field. What traits do they possess that will be important in working with children? Sample traits: • Likes people/children • Is patient • Is willing worker • Likes variety of experiences • Is willing to accept responsibility	Analyze desires and career objectives.

Handout 1

Sample Job Descriptions—Director, Teacher, and Assistant Teacher

The Director:

- Help establish the program's philosophy, goals, and objectives
- Supervise staff, conduct staff meetings, and oversee curriculum
- Keep current files on staff and students, per licensing regulations
- Be responsible for purchasing and maintaining supplies and equipment
- Be responsible for ensuring safe environment for staff and children
- Communicate with parents regarding child and parenting methods
- Maintain community relations

The Teacher:

- Demonstrate initiative and enthusiasm
- Update educational training
- Maintain open communication with the director, parents, and staff
- Serve as a role model to children, parents, and other staff
- Develop lesson plans and room environment to foster learning
- Ensure the health and safety of children
- Use positive discipline techniques
- Supervise assistant child care teachers

The Assistant Child Care Teacher:

- Assist in the classroom under the supervision of the teacher
- Be warm, friendly, and communicative with students, parents, and staff
- Assist in setting up and cleaning up room and outdoor areas
- Prepare learning materials for children
- Arrange bulletin boards and learning centers
- Serve as role model for children

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Derman-Sparks, L. and The A. B. C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children*.

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*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

The Center Environment

4 Days

Overview
Impact of Licensing
Interest Areas and Equipment
Special Needs Accommodations
Classroom Interaction
Resources

Course Objective: Arrange space and provide equipment

Unit 2 Objectives: The student will be able to

- describe the impact that licensing has on center space.
- describe how group size affects the selection and organization of center space.
- discuss room arrangement for each of the classroom areas: block building, art, socio-dramatic play, woodworking, science, mathematics, small manipulative activities, storytelling, music, and eating.
- describe the importance of safety in planning the physical space of a child care center.
- list equipment and supplies needed for infants, toddlers, and mixed groups of children ages 2½ to 5.

Overview

The ideal child care classroom is bright, attractive, clean, and inviting. It has plenty of room for learning centers, storage, and large-motor activities. Equipment and toys in the classroom are appropriate for the developmental level of the children who will be using them.

Child care centers must meet state licensing standards. Each state enacts its own rules and regulations to ensure a baseline level of care. These state regulations establish only minimum requirements.

Programs offered in child care centers vary, depending on the type of care for which they are licensed: infant, toddler, preschool (ages 2½ to 5 years), school-age, or sick child care. Most child care centers are licensed to care for preschool children, from 2½ to 5 years of age, and are organized into interest centers for preschool-age children. They focus on particular activities: art, block building, books, mathematics, music, science, small manipulative activities, socio-dramatic play, and woodworking.

Impact of Licensing

Licensing standards for child care facilities, which vary from state to state, exist to protect children as well as caregivers. In Wisconsin, s.45.65, Wisconsin Statutes, requires licensing for child care centers and day-care homes which enroll four or more children under the age of seven. A licensed center or home must pass an inspection and be approved by the Department of Health and Social Services through its community services regional offices. The licensing standards are the minimum requirements established by the state.

The caregivers are legally responsible for providing proper care, protecting the children from potential safety hazards, and making sure that the environment is well maintained and adequately supplied. Child care providers also are responsible for knowing and adhering to the state's licensing regulations.

Arrangement of Interest Areas and Equipment

Child care givers are responsible for planning and arranging the center in a way that provides a safe environment, minimizes disruptions, and makes the best use of space and equipment. Most preschool classrooms are arranged into interest areas, each of which is dedicated to a particular activity or subject: art, block building, books, mathematics, music, science, small manipulative activities, socio-dramatic play, or woodworking.

How the interest areas are arranged in a classroom often affects the quality of the program. When designing, establishing, and arranging interest areas, a caregiver should consider the developmental levels of the children. A successful classroom arrangement

- anticipates and analyzes the ways children use materials in an area.
- considers the number of children in the group.
- takes into account the children's ages, sizes, and interests.
- provides a healthy and safe environment.

The arrangement of furniture, equipment, and materials in each interest area must convey to the children a clear idea of the activities that occur there. Well-defined areas give children a feeling of security and a sense of belonging. Interest areas also need to be arranged so that the children can be easily observed and supervised. For instance, placing large, tall pieces of furniture around the perimeter of the classroom allows the child care providers visual contact with all areas of the room.

Well-defined areas give children a feeling of security and a sense of belonging.

General rules for arranging interest areas include the following:

- Place noisy areas as far away as possible from quiet areas. Noisy areas give children space to release their energy and be noisy. These areas include block building, housekeeping, music, and group games. Children can have time to themselves in quiet areas where activities such as reading, working puzzles, and playing manipulative games occur.
- Locate messy activities, such as art or sensory activities, near a sink on easy-to-clean flooring material.
- Provide ample storage space close to where the children will play with toys. Select and arrange shelving in a manner that allows children easy access. The storage shelves can also serve as dividers, to designate interest areas.
- Consider the traffic patterns in the classroom. Study the bathroom entrances, classroom entrances, and fire exits; keep these routes clear at all times.

- Arrange the furniture with safety in mind. For example, place any climbing apparatus in an open area away from other equipment, furniture, and shelving units.

Equipment Selection

In selecting equipment, consider the following:

Most child care centers are organized into interest centers.

Appropriateness: Does the object correspond to the size, height, and age level of children who will use the toys and equipment? Does the object meet the children's individual developmental levels?

Versatility: Can the toys and equipment be used in more than one way?

Durability: Will the toys and equipment withstand use by many children over a long period of time?

Cost: Does the cost of a particular piece of equipment justify its classroom value?

Interest Areas

Art

The art area encourages children to explore freely and to use materials and tools.

The art area should include adequate space and materials for children to explore freely and to use materials and tools. Special considerations include

- adequate table space for children's projects.
- ample shelving space for art materials.
- location near a sink or bathroom.
- easy-to-clean or safety-covered flooring or carpet.
- suitable space for drying and storing completed projects.

Block Building

The block-building area needs to be large enough for children to move about freely and have enough storage for an ample supply of blocks and appropriate accessories. The special considerations are

- an area where the noise created during play does not disturb quiet play areas.
- ample space for small groups of children to build both horizontal and vertical block structures.
- an unobstructed view so that child care providers easily can view activities of the children from other areas of the classroom.
- indoor/outdoor carpeting; wooden blocks on a vinyl floor are noisy and children have difficulty building on high density or shag carpets.
- ample and appropriate shelves for storing blocks and accessories: low shelves are best for storing heavy blocks or large wooden trucks; high shelves pose a potential safety hazard when children remove or replace objects.

Socio-dramatic Play

Typically, socio-dramatic play takes place in the housekeeping area. The area should be open and flexible so the teacher can provide a variety of materials at different times. Examples of socio-dramatic play could include a beauty/barber shop, an office, a camping site, or a beach. Special considerations include

- adequate space and materials that encourage socio-dramatic play.
- space for a full-length mirror constructed from highly polished unbreakable metal, placed at child height.
- dress up clothing that the children can retrieve and return themselves. (For safety reasons, avoid hangers with long protruding hooks and avoid placement of hooks at the children's eye level. Some classrooms use large storage containers.)
- appropriately sized dress-up clothing that is easy to put on and take off.

Music

Music activities should occur in an area where noise is acceptable. Adequate space for movement may be provided along with access to a tape recorder or a record player. Frequently, the area used for music can also be used for other activities such as large motor movement.

Science and Mathematics

Science and mathematics activities prompt children to explore and formulate thoughts and ideas.

The space for science and mathematics activities can be located adjacent to the music area. Shelving should be sized and placed for easy access. Also, space is necessary for activities and experiences which prompt children to explore and formulate thoughts and ideas. Table space is needed for children to observe and touch objects and materials as they think, contemplate, and reformulate thoughts and ideas.

Sensory Materials

Sensory materials usually are placed in the sand/water table. The area encourages children to interact with different mediums. Some points to consider:

- Place materials on a surface that can be cleaned easily.
- Locate the sensory area near a sink or other water supply so that children can wash their hands and help wipe up spills. (Also convenient for filling and emptying)
- Arrange the equipment so that staff have an unobstructed view of children at play.

Small Manipulative (Quiet Area)

This area provides a quiet space for individuals and small groups of children who may interact with adults. Small manipulative objects that children can take apart, construct, or reassemble are located in this area.

To encourage the development of hand-eye coordination and small-motor development, it is important to consider the following factors:

- Provide sufficient shelf space for toys, games, and puzzles.
- Use storage containers that children can easily retrieve and return.
- Provide both table and floor space.

Storytelling/Books (Quiet Area)

The storytelling/books area is another quiet area in the center. Be sure to incorporate

- a place for children to enjoy printed material.
- an area for small groups of children to interact with a teacher.
- space to display books, puppets, and flannel boards.

Woodworking

For safety reasons, the woodworking area, as well as the activities that take place there, require close supervision. Activities in this area also must be closely matched to the developmental levels and abilities of individual children. Be sure to consider the following factors when planning a woodworking area:

Location: Area can be continually and closely supervised.

Boundaries: These can be established with masking tape on the floor around the woodworking bench.

Limits: Children must wear child-sized goggles at all times; they may use hammers, nails, and saws only on the woodworking workbench; only one child at a time may be in the area.

Demonstrations: Each child who participates in this area must view demonstration of how to use and store tools safely.

Outdoor Play Space

The outdoor play space encourages physical development.

The outdoor play space should contain a variety of play areas and equipment that encourage physical development. Arrange the area to maximize space, foster safe play, and be easy to supervise. Select play equipment that encourages children to use their bodies in a variety of ways: climbing, crawling, running, and jumping. A variety of play surfaces--such as hard-surfaced areas for wheeled toys, a gross motor area, and an area for digging--also should be provided for the children. Trees give shade on sunny days and add to the aesthetic quality of the center.

Special considerations should be given the following precautions:

- Provide grassy surfaces for group games; asphalt/cement surfaces for tricycle paths and play on wet, muddy days; and sand, wood chips, or other such material under climbers for child safety.

- File sharp edges on playground equipment and cover protruding nuts and bolts with plastic.
- Select equipment which is appropriate for the sizes and ages of the children using the area.
- Anchor large, immovable equipment to the ground.
- Check the play yard and the equipment on a periodic basis.

Common Equipment Needs For Various Programs

The center's program and philosophy, as well as the ages and characteristics of the children enrolled at the center, determine the equipment and supply needs. Handouts at the end of this unit list the basic equipment and supplies needed for programs of different age groups.

Special Needs Accommodation

Some children with special needs can be integrated into a classroom with minimal adaptations. In order to provide the best care for children with special needs, the child care staff needs to work closely with the child's parents and any professional specialist the child sees. The equipment and supply needs of these children will depend on the individual's special needs. Children with special needs may have hearing impairment; speech and language delay; visual impairment; mobility related problems; missing or incomplete limb development; transplanted organs; or life-threatening illness such as leukemia, cancer, muscular dystrophy, or multiple sclerosis.

Equipment and supply needs will depend on the individual's special needs.

Young children with acute speech, hearing, or visual impairments or delays usually attend programs that provide individualized training and enrichment. These children often need care before or after their enrichment programs. To meet the special needs of these children, seek advice from trained professionals concerning adapting and selecting toys and equipment.

Children with mobility-related special needs usually are under the care of a physical therapist or others who can assist the child care staff in understanding the different abilities and developing appropriate activities.

Children with noncommunicable illnesses frequently need the socialization opportunities that child care centers can provide. Parents, medical professionals, and child care staff need to work closely together to integrate the child with other children.

Teacher Involvement	Student Involvement
Impact of Licensing	
Read the current licensing rules for Group Day Care Centers known as HSS 55. Note section 55.33 Physical plant and furnishings.	Understand the need for compliance with the day care licensing standards.
Discuss the importance of compliance with state licensing requirements. Key points: • Emergencies • Sanitation • Equipment • Floor space	Give reasons for complying with licensing requirements.
Contact the licensing specialist in the regional office. Ask him or her to visit your classroom and discuss the licensing requirements and how these impact individual child care centers liability. Alternate activity: Contact the directors of 2-3 local child care centers and ask them to speak in the class on the topic of licensing requirements.	Prepare questions to ask. Sample questions: • What is liability? • Who is liable in a center? • In what types of situations would the child care aide be liable? • How are licensing requirements determined? • To whom should someone report noncompliance of a center or person?
Arrangement of Interest Areas and Equipment	
Explain the licensing rules regarding child-staff ratio. See HSS 55.32 (d-k) about staff ratios for infants, toddlers, preschoolers, and school-age children.	Participate in discussion and understand the relationship of adult-child ratio to program quality. Questions: • Why are there ratios? • Should these ratios be met at all times? Why or why not?
Initiate discussion on licensing rules for physical plant and the furnishings using HSS 55.33 as resource. Highlight HSS 55.33 (7) (a-b) Indoor space: HSS 55.33 (8) (a-f) Furnishings: HSS 55.33 (11) (a-d) Outdoor space	Participate in discussion concerning indoor and outdoor space and furnishings. As a class, brainstorm appropriate use of indoor and outdoor space and furnishings for both.
Discuss room arrangement. Discuss reasons for arrangement of following areas: • Noisy away from quiet areas • Messy activities by a water source • Storage near area to be used	In small groups, discuss room arrangement. Then discuss in large group.

Teacher Involvement	Student Involvement
Equipment Selection	
Analyze equipment from catalogs and determine which are appropriate, versatile, durable, and cost effective for the following age groups: • Infants • Toddlers • 2½ to 5 year olds • 6 to 8 year olds	Evaluate selected toys from equipment catalogs for children of different ages. Criteria: • Appropriateness • Versatility • Durability • Cost
Have students select toys for a classroom of one of the following groups: infants, toddlers, preschool, or school-age children. Record cost.	Select toys and record cost.
Interest Areas	
Define each of the typical interest or activity areas in a preschool classroom.	List the typical interest or activity areas including the types of activities that occur in each.
Obtain early childhood and equipment catalogs. Divide into small groups. Assign each group a specific interest area. Have each group select equipment needed for the interest area and record its costs.	Determine equipment needed and cost for designated interest area.
Use mock floor plans of two preschool classrooms (see Handouts 2 and 3). Ask the students to analyze the appropriate placement of interest or activity areas and the placement of classroom equipment. Questions to ask regarding sample room arrangements: • Are noisy areas separate from quiet areas? • Are the art area and sand/water table near water? • Is there adequate storage space in each area for toys and equipment? • Are each of the interest areas well defined? • Does the classroom arrangement allow child care staff to view easily all areas of the classroom? • What changes in the classroom arrangement would you make? Why?	Working in small groups, evaluate each floor plan. Criteria: • Placement of areas • Traffic patterns • Ease of supervision • Safety

Teacher Involvement	Student Invovlement
Common Equipment Needs for Various Programs	
Identify equipment and supply needs for the following groups: • Infant • Toddler • Preschool (multi-age groupings 2½-5 years) • School-aged • Special needs • Sick child care	Categorize pictures from equipment catalogs for the following groups: • Infant • Toddler • Preschool (multi-age groupings 2½-5 years) • School-aged • Special needs • Sick child care
Culminating Activity: Arrange for students to visit a child care center.	Observe and examine the center for the following: • Indoor floor plans and outdoor arrangement • Arrangement of designated learning centers • Types of age groupings • Adult to child ratios • Toy supply available for the group of children • Developmentally appropriate toys

Checklist of Basic Equipment and Supplies

Infant/Toddler Programs

Infant Program	Toddler Program (12 months to 2½ years)
☐ cribs, one per child	☐ cribs, one per child
☐ rocking chairs	☐ rocking chairs
☐ changing table	☐ changing table
☐ storage for additional clothes, diapers, and bedding	☐ storage for additional clothes, diapers, bedding
☐ storage for used diapers, soiled clothing, and bedding	☐ storage for used diapers, soiled clothing, and bedding
☐ storage for food and equipment to warm food	☐ adult kitchen to prepare and store food
☐ sink with running water for washing hands	☐ child-sized sink
☐ high chairs	☐ adult-sized sink
☐ mirror hung at child's level	☐ mirror hung at child's level
☐ developmentally appropriate toys that can be sanitized	☐ playpen
	☐ gates for doorways
	☐ low shelves
	☐ table and chairs
	☐ climbing toys
	☐ individual lockers
	☐ potty chairs or small toilets
	☐ developmentally appropriate toys
	☐ record or cassette player
	☐ consumable supplies, such as extra-large crayons and nontoxic playdough

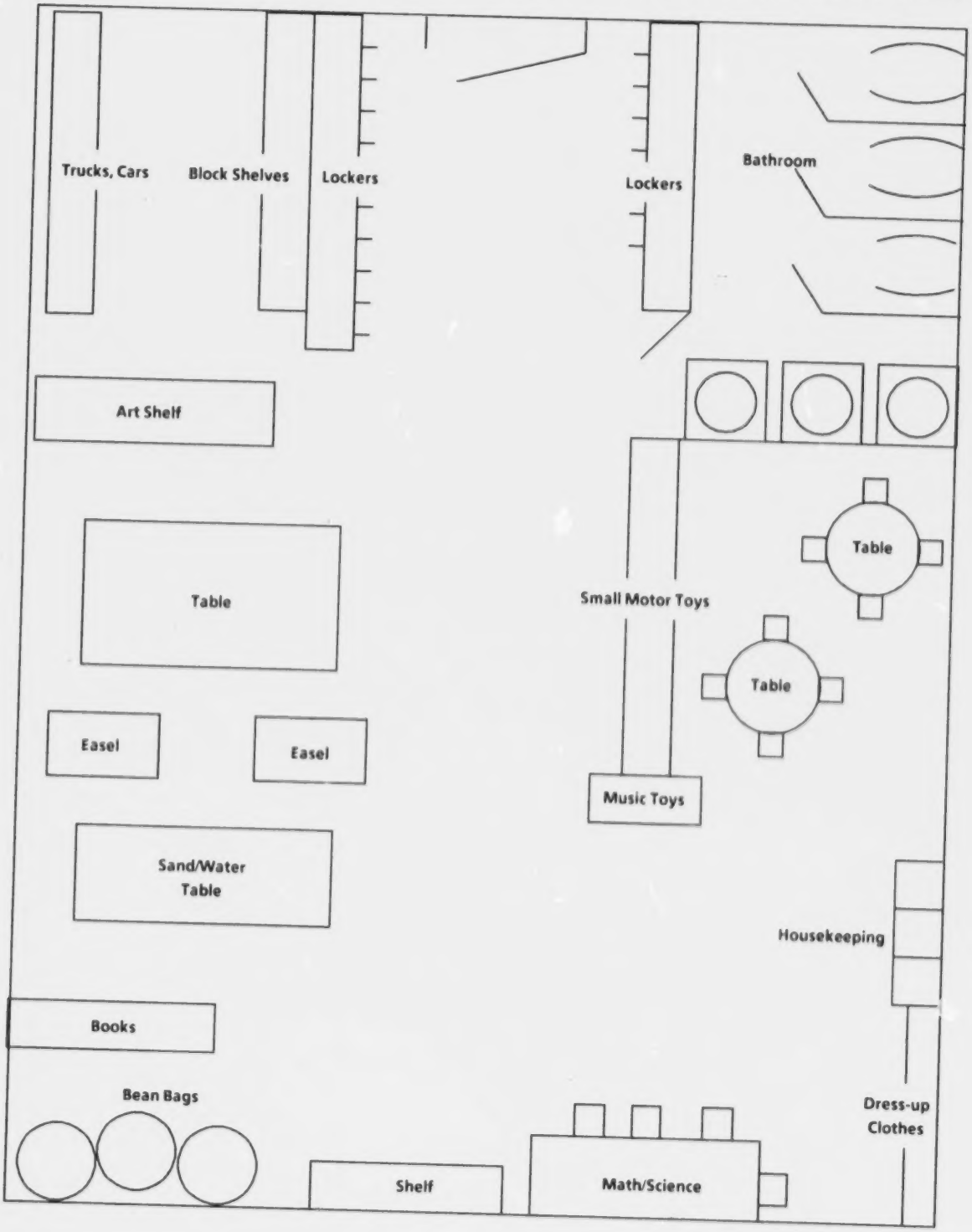
2½ to 5 Year Old/School-aged Children

2½ to 5 Year Old	School-aged Children (6 to 8 Years)
☐ individual lockers	☐ individual lockers
☐ child-sized tables and chairs	☐ appropriately sized tables and chairs
☐ child-sized sinks and toilets	☐ appropriate size toilets
☐ drinking fountain at child level	☐ age appropriate magazines and books
☐ storage shelves for toys and games	☐ materials for organized outdoor games
☐ child-sized housekeeping materials	☐ board games
☐ dress up clothes	☐ art materials
☐ easels	☐ computer, if funding permits
☐ blocks and block accessories	☐ area with tables designated for homework and snacks
☐ cots and blankets	☐ record/cassette player
☐ record/cassette player	☐ television and video cassette recorder
☐ art supplies	☐ balls and accessories
☐ developmentally appropriate books, games, small manipulative toys, and large motor apparatus	

Sick Child Care

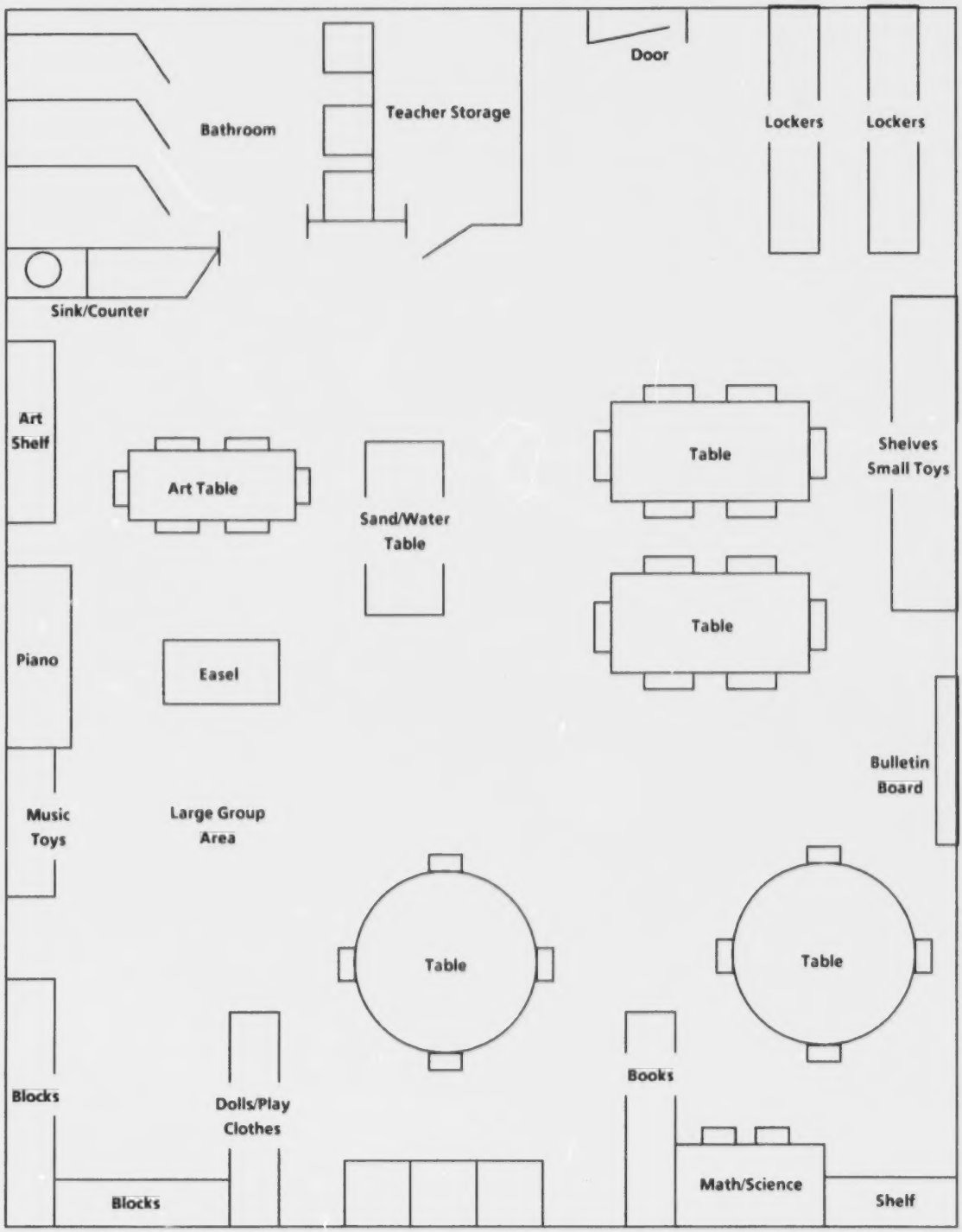
☐ individual cots or beds	
☐ individual lockers	
☐ sinks and toilets	
☐ storage for additional bed linens	
☐ table and chairs	
☐ record or cassette player	
☐ appropriate first aid equipment	
☐ medical storage area, with security	
☐ possible television and video player	
☐ toys and games that are appropriate for age	

Preschool Classroom Sample Floor Plan



Handout 3

Preschool Classroom Sample Floor Plan



*Resources**

Beaty, J. J. *Skills for Preschool Teachers.*

Herr, J. *Working with Young Children.*

Marhoefer, P. and L. Vadnais. *Caring for the Developing Child.*

Wisconsin Administrative Code, HSS 55, Licensing Rules for Group Day Care Centers.

The following items can be ordered from the National Association for the Education of Young Children:

Baker, K. R. *Let's Play Outdoors.*

A Guide to Child Care Regulations in Wisconsin.

Kritchevsky, S. and E. Prescott. *Planning Environments for Young Children.*

Setting Up for Infant Care: Guidelines for Centers and Family Day Care Homes. San Fernando Valley Child Care Consortium, A. Godwin and L. Schrag, co-chairs.

Vergeront, J. *Places and Spaces for Preschool and Primary* (Outdoors).

Video:

Environments for Young Children (18 min.)

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

The Children

8 - 9 Days

Overview
Child Development
Infants (Birth to 12 Months)
Toddlers (12 to 36 Months)
Preschool Children (2½ to 5 Years)
School-age Children (6 to 8 Years)
Observations in Early Childhood Settings
Classroom Interactions
Student Handouts
Resources

Course Objective: Describe the developmental sequence of children from birth through eight years of age, incorporating cultural differences

Unit 3 Objectives: The student will be able to

- identify the four areas of development: physical, social, emotional, and intellectual.
- describe how children develop physically, socially, emotionally, and intellectually.
- identify how cultural differences may affect a child's development.
- describe characteristics of children at different ages and stages of their development.
- identify the purposes of observation in early childhood setting.
- describe different methods of recording observations of young children.
- observe a group of young children and record their activities.

Overview

Children usually develop sequentially in four areas: physical, social, emotional, and intellectual.

Children usually progress through a predictable sequence as they develop physically, socially, emotionally, and intellectually. These stages or steps are referred to as developmental norms and they provide information about the normal skill development of children and the typical age span during which particular skills develop. Child care providers who are knowledgeable about the normal sequential development of young children can plan and implement appropriate programs which meet the individual needs of children. Knowledgeable child care providers also can observe individual children's developmental levels and accurately record their actions and behaviors. These observations can help determine potential spurts or lags in a child's development.

Child Development

We can expect a conscience of every child. We don't have to build it in. All we have to do is arrange the environment so they don't lose it.
—Jerome Kagan

Each child has his or her own rate of development, but all children follow a similar sequence.

Physical Development

The physical changes that occur in young children include body changes and the development of fine and gross motor skills. As the child's body matures, muscle control increases. The two main factors that affect this growth rate are environmental conditions and heredity. Environ-

mental conditions can affect weight. When nutritional needs are met, children tend to have normal weight development.

Motor development, the ability to move body parts and control body motions, can be divided into three stages. The first is primary movement, the use of large muscles for gross motor actions such as crawling, walking, and running. Secondary movements, the second stage, include the use of small muscles for fine motor skills such as grasping objects, writing, and buttoning. The final stage, integrated movement, combines both primary and secondary movements for activities such as running and catching a ball in an organized game.

The family system is the first influence on a child's development

Social Development

Social development is the process by which children learn to interact with others. The family system is the first influence on a child's development. The outside world, that is the child care giver, school, friends, and community, increasingly influences the child's social development. Children of various cultures learn to ascribe different meaning to some social situations. Some cultures, for example, do not value competitiveness while others place a high value on individual achievement.

Self-esteem and self-concept are important factors in social development. Self-esteem is the feeling individuals have about themselves, including the confidence level. Self-esteem can vary from high to low. Self-concept is how individuals view themselves, positively or negatively.

As children mature socially, they progress through various stages of play: solitary play (play by themselves), parallel play, cooperative play, symbolic play, and game play with rules. During the school-age years (ages 6 to 8), peers gain importance and frequently influence the child's decision-making process.

The outside world increasingly influences the child's development.

Emotional Development

Emotions are feelings an individual has. Emotional development is affected by the personality or temperament of a child. Some children are born with an easier disposition than others (Marhaefer and Vadnais, 1988). Emotional development is also affected by heredity and the environment. Children may inherit the tendency to be difficult or easy; however, they learn from their caregivers how to react in situations they encounter.

Cultural differences and family background may also affect the emotional development of children. For example, children who grow up in cultures that discourage public displays of emotions may tend to camouflage their feelings. Children whose parents and caregivers provide a consistent, trusting environment are able to develop more readily a full range of emotions. In contrast, children who live in an inconsistent environment are often unhappy or confused, and they may withdraw.

Intellectual Development

Intelligence includes a range of learning functions such as the sensory development, language development, concept or cognitive development (acquiring knowledge), reasoning, and creativity. How children learn, what children learn, and how children express what they have learned are all part of intellectual development. How people develop intellectually is influenced by their environment and physical development, especially the physical development of the brain. Children need proper nutrition to ensure normal physical development, and they also need a stimulating environment that provides opportunities for mental growth.

Learning follows a predictable pattern and each individual progresses though the sequence of his or her own rate.
—Piaget

Jean Piaget, theorist, is well known for his extensive studies on how children develop intellectually. He felt that children learn differently than adults do, and he established the concept of cognitive development. His studies focused on how children learn and process information in their lives. Piaget felt that learning follows a predictable pattern and that each individual progresses through the sequence at his or her own rate. Three main stages of learning relate to children birth to 8 years of age. The transition between stages is gradual and thus the ages listed are only approximate.

Sensorimotor (infancy)

Infants explore the world with their five senses and motor skills.

Preoperational (ages 2-7)

"Pre" means before and "operational" means mental actions. There are two subdivisions of the preoperational stage:

- Preconceptual (ages 2-4)

  Children develop some concepts but many of them are incomplete or illogical. For example, most 3 year olds would say that a 25 year old man who is 6 foot, 3 inches tall is older than a 45 year old man who is 5 foot, 7 inches tall. To a child of this age, taller people must be older because the older the child gets, the taller he or she becomes.

- Intuitive (ages 4-7)

  In solving problems, children base the solution on "feelings" rather than on logic. Frequently, explanation or reason cannot be given by the child.

Concrete Operations (ages 6-12 or older)

The name "concrete operations" is used because the child needs to start with something real or tangible. Children

- are able to do "if-then" thinking.
- can handle several ideas at the same time.
- rely more on logic than intuition.

Children acquire language by listening to sounds and words.

Another important aspect of intellectual development is language development. Children acquire language by listening to sounds and words, and then putting sounds together to make words. In order to communi-

cate with others, children need to use both expressive language (ability to produce language forms) and receptive language (listening and understanding).

Infants (Birth to 12 Months)

Physical Development

For the first year of life, a child's physical changes are dramatic due to rapid growth. Children progress from total dependence on others to gradual mobility and primary self-feeding techniques.

Infants typically grow 9 to 10 inches in their first year. Increases in length are mostly the result of growth in trunk; the infant's head is usually about one-fourth of his or her total body length. Infants typically triple their birth weight during their first year.

Infants typically grow 9 to 10 inches in their first year.

Motor Development

Gross Motor

An infant is born with reflex movements. For example, when the bottom of an infant's foot is stroked, the entire leg will move. At about four weeks, these reflex movements are replaced by voluntary movements. The infant develops more complex body movements as the bones, muscles, and nervous system mature. This allows the infant to develop control from the center of the body to the extremities. The typical sequence of body control begins with head and neck control which allows for the lifting of the neck and head. Second to develop is trunk control which gives the infant the ability to roll over and then sit up. Finally, leg control occurs and the infant begins to crawl, stand, and eventually walk.

Fine Motor

Fine motor skills begin to develop in the first year. Usually the infant's ability to grasp objects develops in sequence. At about two months, the infant will swipe at an object with either hand. From four to five months, a child will reach for and attempt to grasp a stationary object. The infants are six or seven months old when they can put grasped objects in their mouths. At about the eighth or ninth month, babies are able to use their thumbs and fingers to grasp small objects.

Social Development

Infants are egocentric and focus on themselves. By having experiences with others, infants gradually learn to realize they can make things

happen and develop a sense of self-awareness; that is, they realize that they are separate individuals. Social development of infants is affected by interaction with parents, siblings, and others.

Babies learn to imitate kind, helpful adult behavior.
—Alice Sterling Honig

Infants from birth to four months need to be held, touched, talked to, played with, and rocked. They respond verbally by crying, smiling, or cooing. An infant during this period is able to distinguish the voice and touch of parents and show special attachment to them. The infant visually can fix on an object or person and, with maturity, visually track an object or person. An awareness of hands and feet also develops.

Infants from four to eight months develop strong attachments to parents and primary caregivers. They are able to discriminate between familiar and unfamiliar people and can recognize themselves in a mirror. Also, the infant at this age can imitate and interact with people and engage in games like peek-a-boo.

Infants from eight to twelve months imitate interactions with others as in waving or clapping. They will move towards or away from encounters with others as a result of improved mobility skills. Infants of this age will demand attention and are possessive of materials and people. They like to keep parents or caregivers within sight.

Emotional Development

Infants are egocentric and focus on themselves. An infant begins to make sense out of its world.

An infant's emotional development can be evaluated by observing him or her interacting with others. Infants less than four months express displeasure or distress by crying and tensing their muscles. Excitement or happiness are expressed by smiling, cooing, or wiggling.

Attachment behaviors can be observed as infants interact with their primary caregivers. By the end of the first year, infants with healthy emotional development will express a range of emotions such as love, fear, anxiety, anger, displeasure, and trust.

- Love

  Infants whose needs are met over an extended period of time become attached to their caregivers. Babies feel loved when they are consistently clean, dry, warm, fed, and comforted. They can also become attached to objects such as pacifiers, toys, and blankets.

- Fear

  Newborns respond to loud noises by a jerking motion, the moro reflex. At about four months, infants usually recognize familiar faces and will react to new faces. Infants may fear a familiar face if the person has a new hair style or an unusual hat. By six month, babies express two types of fear: unknown fears and learned fears. Unknowns are unfamiliar faces, sudden movements, or loud noises. Learned fears are a result of experiences such as the pain associated with an injection at the doctor's office.

- Anger

  Infants express anger physically by turning red, crying loudly, and flinging arms and legs. Babies display anger when they are restrained against their will, when objects are taken away or are too far from their reach, or when other conditions may occur.

- Trust

  Infants depend on caregivers to meet their physical needs of food, warmth and sleep, and their psychological needs of cuddling, communicating, and interacting with others. Erik Erickson, psychologist, theorizes that if the physical and psychological needs are met, trust develops. If these needs are inconsistently met, the infant will feel confused and helpless. Erickson believes that if trust is not developed at this age, difficulty will occur in later stages of development. (*Childhood and Society*, 1963)

Intellectual Development

The intellectual development of infants is rapid, similar to their physical development. As their bodies mature, so do visual and auditory abilities. The ability to focus and track objects improves, as does the ability to distinguish high and low pitches and sounds. Through repetition and varied activities, the infant begins to make sense out of its world. Infants

- practice reflexes, such as sucking, grasping, and crying (0-1 month).
- begin to control the environment (4-8 months). For example, when infants kick their legs in their cribs, the mobiles move.
- begin to look for objects. They gradually realize objects exist even when not seen (4-8 months).
- begin to solve problems such as sorting simple shapes (8-12 months).
- begin to combine actions. For example, the infant will push aside a box and reach for a toy behind the box.

Language Development

Language development also progresses and includes crying, cooing, and babbling. Infants use inflections and babblings to express happiness, commands, and questions. They also can listen and react to the calmness or tension in a caregiver's voice. By the end of the first year, the infant's vocabulary is about ten words.

Todalers (12 to 36 Months)

Physical Development

After the first year, body growth begins to slow. The toddler's body appears less plump than before, arms and legs grow long in proportion to the body, and the toddler's head is more in proportion to the rest of the body.

Motor Development

Toddlers learn new motor skills and refine existing skills. One of the most significant developments of a toddler is mobility. Walking without support usually occurs 2 to 3 months before or after the child's first birthday.

Gross Motor

The continued development of large muscles enables the child to crawl, walk, and climb. Toddlers may have some initial difficulty balancing due to body proportions. As toddlers gain control, they begin to put two actions together. They also begin to place both feet on each step when they are ascending or descending stairs.

Fine Motor

Toddlers need opportunities to manipulate objects for small muscle development. Objects need to be small enough in size for the toddler's hand, yet large enough not to be swallowed. Through the practice and development of hand-eye coordination, feeding skills improve. Around 18 to 24 months, a toddler can hold a large crayon, string large beads, and open doors. Hand preference is not yet established.

Social Development

Toddlers are in a transition stage between babyhood and preschool.

Toddlers are still egocentric: they are in a transition stage between babyhood and preschool. Toddlers frequently want to do things that are more advanced than their abilities allow. Toddlers usually are self-assertive and do not always know or understand the rules of appropriate behavior. As toddlers mature, they need to develop a balance between assertive behavior and behavior within limits or guidelines.

Toddlers around 12 months of age use a variety of behaviors to get attention, such as being negative or defiant. They usually participate in parallel play (playing next to, not with someone else). By around 18 months toddlers participate in simple self-help skills such as brushing hair. At this age, they will display contrary behavior, have difficulty sharing, and can be defiant. But they also have developed an awareness of others' feelings, and they like companionship. By 24 months, toddlers are possessive of belongings and desire more independence. They also enjoy helping adults and begin to play cooperatively with others. This type of play, however, will require direction and assistance. Toddlers around 30 months usually like to please adults and will display a cooperative attitude.

Emotional Development

The developing mental abilities of toddlers allow for expansion of their emotional understanding and expression. Toddlers

- expand their experiences. They know more people to love as well as things and people to fear.
- can sense and respond to emotions in others; respond to crying, smiling; and detect fear in others.
- respond to emotions verbally and with physical responses. They forcefully state "No!" They run or hide when fearful and kick or hit when angry.

Love

Toddlers expand their affection to adults other than caregivers, other children, and pets. Frequently, toddlers express affection by wanting to be near the caregiver and will seek the caregiver in stressful or fearful situations.

As toddlers mature, their imagination develops.

Fear

As toddlers mature, so do their fears. At around age two, toddlers become fearful very quickly, due to broadened knowledge and experiences. They now know about more objects and situations that could harm or hurt them. Also, as their imagination develops, they fear unusual creatures or situations that exist only in their minds.

Anger

Emotional outbursts of anger or temper tantrums frequently occur in the second year of life. These emotional outbursts usually happen when things or events do not go as the child would like. Tantrums gain attention and usually are not directed towards others.

Intellectual Development

Previous learning experiences combined with motor skills make toddlers inquisitive learners. Piaget named this stage sensorimotor because children learn by using their senses and motor actions.

Toddlers (12-18 months) discover new ways to solve problems; that is, the child seeks new things and new ways to explore his or her world. They will roll, shake, and throw objects to see what happens when an object is moved in a variety of ways.

At around 18 months to 2 years, a child's thoughts begin to precede actions: The child thinks about what he or she is doing before acting. For example, if the child wants to reach a cookie on the counter, he or she will push a chair to the counter, climb on the chair, and take the cookie.

Language Development

Language development is rapid for the toddler. Articulation skills and comprehension of many words are developing. Toddlers

- find articulation of some consonants difficult and may substitute one sound for another (i.e., "too" for "shoe" or "Caffy" for "Cathy").
- join words to make two or three word sentences.
- expand their vocabulary to approximately 30 words.

The rate of language development varies with individual children. Differences in language development can be due to hearing, mental abilities, and the need to use speech. Some toddlers experience little need to develop verbal skills if parents or siblings talk for them.

Preschool Children (2½ to 5 Years)

Physical Development

The body of the preschooler continues to change and adultlike proportions emerge. Between 2½ and 5 years of age, children grow 2½ to 3 inches in height and gain 3 to 5 pounds per year.

Preschool children are able to perform activities with increasing skills and speed.

Motor Development

Gross Motor

As preschool children mature, they are able to perform activities with increasing skill and speed. Once a skill like tricycle riding is mastered, variations are tried, such as letting a friend ride on the back or pulling a wagon with the tricycle. When walking, the child can now swing the arms alternately to foot placement. They can also do walking variations such as walking sideways, backwards, and on tiptoes. When running, the preschooler can start and stop suddenly, turn corners, and increase speed. Around three years of age, the preschool child can alternate feet when ascending stairs. By four years of age, the child will use alternate feet when descending stairs.

Fine Motor

Fine motor skills improve with practice and maturation. However, girls tend to develop at a faster rate than boys do. By age five, children have greatly improved eye-hand coordination and refined control of small motor movements. Right or left hand preference has usually been established. Some typical fine motor skills that preschoolers progressively improve on with maturity and practice are

- dressing skills: the ability to unbutton, button, zip, and snap.

- personal health care procedures: washing hands, brushing teeth, and combing hair.
- art projects and related skills: cutting, pasting, coloring, and tracing.

Social Development

For preschool children, social development involves developing a balance between self-assertion and cooperation. Ways adults respond and guide conflict situations affect the preschoolers' social development. Adults need to provide children with a role model for conflict resolution. Social behaviors at this age include

Social development involves developing a balance between self-assertion and cooperation.

- expanding experiences and developing friendships outside the family.
- learning to share.
- viewing themselves as male or female.
- learning how to deal with conflicts in relationships.
- starting to look at the world through others' viewpoint.
- beginning to notice racial cues.
- staring to form group concepts such as dark or light skin colors.

Emotional Development

During the preschool years, the ways adults respond to and nurture children affect their emotional development. Preschoolers imitate how adults handle emotions. Certain emotions may be reinforced or not reinforced according to culture: displaying emotions by touching, crying, and so on. Preschoolers usually define who they are in terms of what they can do. Thus, at this age, they need to understand that they are not bad if they make a mistake. During the preschool years, children begin to develop an awareness of male and female roles within the family.

Controlling and Expressing Emotions

Preschoolers can learn how to appropriately express emotions. They need to know that all people feel angry, sad, happy, and hurt. Children can learn to express feelings verbally instead of using physical force.

Dependency

Children need a center environment that encourages independence. Preschoolers prefer to do things for themselves.

Love

Children start to realize new ways of showing love and caring. They start to realize that helping others is a way of showing love. After age four, friends become increasingly important. The child enjoys friends and, at times, prefers the companionship of friends to that of family members. In the center, the child begins to develop close friendships with two to four

other children. When their friends are absent from the center, they may miss them and feel lost.

Fear

Causes of fears change as preschool children start to realize there is a difference between the real and the imagined. Other fears develop as they become aware of more dangers. For safety reasons, children need to have a healthy awareness of potential dangers as they do not know enough to fully understand what is and is not dangerous. Also, preschoolers are more afraid of being hurt as they now know more things can hurt them.

Anger

Anger is a feeling that should be expressed in ways society considers appropriate. Children need to understand that they can feel angry, but it is not acceptable to use aggression to solve a conflict. Planned anger directed towards others usually occurs around age three.

Jealousy

Jealousy begins when children discover that they must share love, attention, possessions, and time. Jealous behaviors are commonly the result of a change in a child's family or a change in the daily routine. Jealousy may cause preschoolers to cry, cling, and show other signs of emotional dependency. Sometimes regressive behaviors may occur.

Grief is a complex and confusing emotion for preschoolers.

Grief/Loss

Grief is a complex and confusing emotion for preschoolers. They often grieve over the loss of a pet or a friend who moves. The comprehension of and the ability to fully understand death develops gradually. Preschool children have difficulty understanding that life can stop and that death is forever. They need help from adults to learn it is okay to cry and to talk about their feelings (Herr, 1990).

Intellectual Development

The mental abilities of preschoolers are continuously developing through experiences. Preschoolers learn by seeing, hearing, touching, tasting, smelling, comparing, and contrasting. When determining the problem, they observe, question, and gradually solve the problem. Preschoolers can

- understand concepts such as up, down, under, over, there, here.
- place smaller objects inside of large containers.
- rearrange toys and objects.

Time

Time concepts are difficult for preschool children. Terms such as "yesterday," "tomorrow," and "in thirty minutes" are not readily understood. Preschool children link time to events such as "after breakfast they go to school" or "at Christmas time it is winter."

Time concepts are difficult for preschool children. Preschoolers are able to exchange ideas and thoughts with others.

Play

Preschoolers engage in symbolic and pretend play. Pretend play is a mental step beyond imitation play and includes making up ideas and symbols; in contrast, the pretend play of toddlers is based on actions they have observed.

Drawings

Preschoolers attempt to represent their world through drawings which represent what they think, not what is visually accurate. Preschoolers frequently draw first and then decide what the picture represents.

Language Development

Preschoolers expand their language and are able to exchange ideas and thoughts with others. Their ability to articulate (pronounce difficult sounds and words) improves. Their vocabulary also increases dramatically. Preschoolers develop grammar skills using the proper words and word order. For example, three year olds say, "When Daddy will come?" Five year olds, who know "feet" is the plural of "foot" say, "I went barefeeted last night."

School-age Children (6 to 8 Years)

Physical Development

School-age and preschool children have similar growth rates. Children 6 to 8 years of age grow 2 to 3 inches in height and gain 3 to 6 pounds per year. The head and waist appear small in proportion to the body.

Motor Development

School-age children continue to develop and refine their motor skills, but the rate of improvement is not as remarkable as during the preschool years.

Gross Motor

School-age children participate in organized sports.

School-age children have developed the ability to participate in organized sports. Due to improved precision and flexibility, they also have the ability to perform more complex motor skills such as performing jumping jacks and balancing on one foot with eyes closed.

Fine Motor

Fine motor skills are also highly developed, although girls tend to have better control over precise movement than boys do. During this stage, detailed games and complex puzzles are enjoyed.

Social Development

School-age children are less egocentric at this age than they were earlier; they become increasingly concerned about how their peers think of them. Characteristics of social development for school-age children include

- following more complex rules and directions in a game.
- participating in organized group activities such as scouts or sports.
- distinguishing more clearly between right and wrong.
- understanding the responsibility and consequences of their actions.
- understanding fairness and honesty, and showing consideration for others.
- becoming keenly aware of personal shortcomings.
- moving toward an understanding of race and ethnic background.

Emotional Development

The emotional development of school-age children is more complex than that of preschool children. As school-age children grow mentally, they develop different concerns and worries. Their manner of expressing emotions is less overt than that of preschoolers.

School-age children express love by doing things with others.

Love

School-age children express love by doing thing with others. They will seek out people who accept them as they are. School-age children also seek others with common interests.

Fear/Anxiety

School-age children are more able to separate reality and fantasy than preschool children are. Fears and anxieties of school-age children focus on

- people and actions: family quarrels, custody/divorce, kidnappers, and others.
- the future: any new situations or changes such as in the home, the school, the neighborhood, or elsewhere.

- failure at school: wetting pants, making a mistake in front of peers, not being selected for a team, or other embarrassing situations.

Anger

School-age children express anger in more complex ways than younger children do. For example, they

- use words rather than physical means.
- blame others for their mistakes.
- gossip and plot against their enemies.
- display anger by sullenness and pouting.
- express anger when friends are wronged.

Intellectual Development

During this age, children make the transition to the third stage of mental ability: the concrete operational stage. At around age seven, children are less dependent on their feelings than they were earlier; and perceptions and logic slowly begin to replace intuitions. They are now mentally able to formally study subjects such as reading, mathemetics, science, geography, and language arts.

School-age children can understand smaller subgroups within a set of objects. For example, a set of animals can be divided into farm and zoo animals and then into farm animals with four legs and two legs, and zoo animals with four legs and two legs.

School-age children can do seriations, that is ordering a chain of differences:

- by weight or volume.
- with less trial and error and more speed than a preschooler can.
- with two variables in mind at the same time.
- by verbal problems: who is tallest, Jennifer, Hector, or Sean?
- by one-to-one matching: triangle for each circle.

School-age children understand terms such as "far away, near, open and closed," as well as the concepts of "close to, connected, behind, in front of, above, below, left and right." They understand that as a jet flies off, it really does not get smaller in size. However, school-age children probably do not fully understand clock and calendar time until approximately age ten or eleven.

Many children are taught to sit down, be still, give the right answer quickly, and compete against each other. These skills were quite useful on an assembly line, but are of little value when teams need to solve complex problems together.
—Ellen Galinsky

Language development

School-age children are less egocentric in talk than are younger children; they talk about others rather than about themselves. They continuously develop and expand their speaking, reading, writing, and spelling vocabularies. Visual ability is near 20/20 at around age seven. By age eight, the school-age child should master the articulation of all English sounds. Auditory activity matures around age seven. Children can distinguish slight differences in words, such as the difference between "sit" and "sat."

Observations in Early Childhood Settings

A basic understanding of child development is required to effectively make and use observations of children. The child care provider needs to understand how children sequentially develop physically, emotionally, socially, and intellectually.

The most popular observation methods are anecdotal records and checklists.

Recording children's behaviors over a period of time can provide insight and understanding. Observations may be recorded by writing notes or using a tape/video recorder. Writing notes tends to be the most frequently used means of recording observations in child care settings.

The most popular observation methods are anecdotal records and checklists. The observer must record factual information and be cautious to avoid personal interpretations. An anecdotal record is a brief narrative recording events and behaviors of children; they are usually kept on index cards in a file box easily accessible only to center staff because they contain confidential information. Each child's behaviors are recorded on their personal card. A sample anecdotal card would look like this:

Sample

Sam Johnson (Child's Name) — August 5, 1985 (Date of Birth)

Date _____

9/14/88 Today Sam's dad brought him to school. Sam and his father walked over to the blocked area and his dad began building with Sam. When it was time for Sam's dad to leave, he gave Sam a gentle tap on the shoulder and then left.

Calvin Jones
(person making the observation)

10/2/88 Sam's dad brought Sam to school. After Sam's dad helped Sam hang up his coat, Sam said, "Dad, can I have a hug when you leave today?"

Juanita Rivera

General questions to be answered during an observation are

Who is doing the action or behavior?
What is the child actually doing and/or saying?
When did the event occur?
Where did the event occur?
How did the event occur?

General guidelines for making a written observation:

- Identify the child by name and age.
- Include your name, date, time, and place of observation.
- Focus on one or two children at a time.
- Position yourself in an inconspicuous place.
- Use a child-sized chair to be at the children's level.
- Do not talk to staff, children, or others during an observation.
- If a child speaks to you, respond briefly and then return to work.
- Avoid expression in your face in response to a child's action. For example, do not laugh at a child's antics or give a disapproving look at quarreling children.
- Record only what the child actually says and does. Do not add your own interpretation such as "Susan hit John because she was mad at him." Instead, write "Susan hit John with a plastic bucket."
- Use all recorded information in a confidential, professional manner. Do not talk about your observation with parents, your classmates, or other in the community.

Child care workers sometimes jot down key thoughts or words to help them remember what they have observed. Then when time allows, the child care worker can objectively enter the event on the child's file card.

Checklists

Checklists are printed forms that ask questions about a particular child, a staff member, or a center. A checklist provides a quick tool to use in observation.

A checklist provides a quick tool to use in observation.

Daily checklists or charts are used in infant and toddler programs. These checklists are designed so that caregivers can easily record what and how much the child ate, when the child was diapered, when and how long the child napped, and any other pertinent information. Checklists are especially useful because infants and toddlers are unable to verbally communicate with their parents regarding their care at the center. (See Student Handout 1, page 66.)

Classroom Interaction: Unit 3

Teacher Involvement	Student Involvement
Basic Areas of Child Development	
Discuss concept of developmental norms.	Participate in discussion.
Ask students to think about the types of children they might find in a child care center. Discuss various age groups, races, cultures, and socio-economic backgrounds.	Participate in discussion.
Physical Development	
Review and discuss physical development of children - infants through age 8, noting key milestones of each stage. Highlight body growth and development, gross motor and fine motor development for infants, toddlers, preschoolers, and school-aged children.	Become familiar with physical developmental changes of young children.
Discussion. How do gross motor skills differ from fine motor skills? Give examples.	Participate and give examples of fine and gross motor skills for each developmental level.
Discuss and list the physical development characteristics of healthy children.	Participate and give examples.
Have students write a paragraph describing a fictitious child and citing characteristics of the child's fine motor, gross motor, or physical development.	Complete assignment. Read paragraph to rest of class and have them determine if the paragraph best describes an infant, toddler, preschooler, or school-aged child.
Ask students to complete checklist on physical development. (See student handout, page 68.)	Locate a 3-5 year old and complete checklist on physical development.
Social Development	
Discuss the social development of children: infants through age 8. Highlight key characteristics for infants, toddlers, preschoolers, and school-aged children.	Become familiar with the social development of children 0-8 years of age.
Have students observe a classroom of any age of children 0-8 years old. Note social characteristics displayed by the children and interactions between child to child and adults to child. Note: If it is difficult to observe children in a classroom setting, observe a school recess. Another alternative is to observe a neighbor child or a relative. Observe for • Interactions • Levels of play: Solitary Cooperative Parallel Group	Observe a classroom and write summary on the interactions.

Teacher Involvement	Student Involvement
Social Development	
Brainstorm with class and make a list of qualities caregivers should display in order to be a positive social role model.	Participate and give examples.
Discuss with class some possible child care center classroom situations. What would you do if • a toddler takes toys from others? • a 3 year old who loves to ride the tricycle is unwilling to get off the tricycle to allow another child a turn? • a 4 year old only child frequently plays alone and rarely interacts with other children? • a 4 year old frequently takes toys from other children? • two 6 year olds argue over who gets to start the game?	In a group discuss each example and formulate group response. Be prepared to share with class.
Role play the above situations.	Describe and discuss feelings of all parties.
Discuss how cultural differences may affect a child's social development. Include in your discussion differences between cultures in • display of affection. • sex role development. • way competition may be viewed. • personal space.	Describe cultural differences and participate in discussion.
Have students complete a checklist on social/emotional development. (See student handout on page 66.)	Locate a 3-5 year old and complete a checklist on social/emotional development.
Emotional Development	
Review and discuss the emotional development of children: infants through age 8. Note key characteristics for infants, toddlers, preschoolers, and school-aged children.	Become familiar with the emotional development of young children.
Role play some typical emotional situations that occur in a child care center. Possible situations: • the first day in center for a toddler • a 3 year old child clinging to its parent and is unwilling to separate • a 4 year old who is unhappy about the arrival of new sibling • a 5 year old child who is reluctant to join in group activities • a 7 year old who dominates others' play	Describe feelings of all parties. Discuss possible ways to handle each situation.

Teacher Involvement	Student Involvement
Emotional Development	
Discuss ways to help children deal with emotional experiences such as • death of pet or family member. • a close friend moving away. • separation or divorce of parents. • fear of storms, loud noises or the dark. • fear of an imaginary animal in child's room.	In groups, discuss each example, formulate ideas to help children to deal with fears. Share ideas with class.
Assign a paper about childhood fears students experienced. Cite how the fears were handled and how they would now handle a child encountering the same fears.	Write paper.
Locate and bring to class children's books that discuss emotional subjects such as fears, anger, death, divorce, new babies, going to school, and step families; or have students locate the books and bring to class.	Read books and discuss their effectiveness.
Assign a description of how students handle anger, disappointment, or loss and how it affects them at school, at home, and in social situations.	Write paper.
Discuss how different people view or display different emotions. Discuss how these differences might affect child care center classroom.	Participate in discussion.
Intellectual Development	
Review and discuss the intellectual development of children, infants through age 8. Highlight key milestones for infants, toddlers, preschoolers, and school-aged children.	Become familiar with the intellectual development of young children.
Assign an observation of an infant or toddler with a parent or caregiver for 10 to 20 minutes. Record all types of communication skills observed such as words, sounds, actions, and gestures. This could be a casual observation at worship, in the child's home, or at a community function.	Observe, record, and be prepared to share the observation.
Have students ask children of three different ages, such as 3, 5, and 7, to draw pictures of a person. Collect samples. Note detail differences in drawings.	Locate three children of different ages. Ask children to draw pictures of a person. Label each picture with the artist's name and age. Reassure child you will return the picture if the child wants picture returned.

Teacher Involvement	Student Involvement
Intellectual Development	
Assign an interview with a child. Ask the following questions: • How old are you? • When is your birthday? • How old do you think I am? • How old is your mother? • How old should you be when you get married? • What time do you get up in the morning? • When is a child old enough to walk across the street by him/herself? Discuss results in large group.	Locate a child 3-7 years of age. Interview the child. Ask these questions. Record the child's name, age, and responses to the questions.
Assign students checklist on intellectual development. (See student handout on page 67.)	Locate a 3-5 year old and complete checklist on intellectual development.
Observations in Early Childhood Settings	
Discuss and define anecdotal records and checklist.	Become familiar with different types of observations.
Why are observations important for child caregivers?	List reasons why child caregivers need to make observations. • Understand individual child's level of development. • Identify developmental lags. • Identify health considerations.
Have students observe a peer over a period of one week. Use anecdotal records to make 1-2 daily entries. Stress being factual and avoiding personal interpretation of observed behaviors.	Record observations. Discuss and evaluate observation experience.

Student Handout 1

Sample Checklist for 3 to 5 Year Olds

Social/Emotional Development

Child's Name	Child's Age
Observer's Name	Date

During the time you were observing, did any of the following occur?	Yes	No
1. Did the child share toys and/or materials?		
2. Did the child work in a small group?		
3. Did the child work independently?		
4. Did the child willingly participate in group activities?		
5. Did the child participate in clean-up activities?		
6. Did the child show concern or sympathy for others?		

Sample Checklist for 3 to 5 Year Olds

Intellectual Development

Child's Name	Child's Age
Observer's Name	Date

During the time you were observing, did any of the following occur?	Yes	No
1. Did the child use an appropriate volume for speech?		
2. Did the child respond to spoken directions?		
3. Can the child recognize similar shapes such as circles, squares, and others?		
4. Can the child distinguish between big and little?		
5. Did the child name the following shapes when shown an example:		
a. circle?		
b. square?		
c. triangle?		

Student Handout 3

Sample Checklist for 3 to 5 Year Olds

Physical Development

Child's Name	Child's Age
Observer's Name	Date

Select a child with whom you can assess the following:	With Difficulty	With Assistance	With Ease
Gross Motor Skills How well can the child 1. jump on two feet?			
2. jump on one foot?			
3. skip?			
Fine Motor Skills How well can the child 4. hold a pencil/crayon?			
5. turn a page in a book?			
6. string beads?			
7. do a puzzle?			

*Resources**

Brisbane, H.E. *The Developing Child: Understanding Children and Parenting.*

Decker, C. *Children: The Early Years.*

Draper, T., M.C. Ganong, and V. Goodell. See *How They Grow.*

Herr, J. *Working with Young Children.*

Marhoefer, P. and L. Vadnais. *Caring for the Developing Child.*

Mawhinney, V. T. and C. J. Peterson. *Child Development: Parenting and Teaching.*

Radeloff, D. and R. Zechman. *Children in Your Life.*

Soldier, L.L. "Language Learning of Native American Students," *Educational Leadership*, 46,5 (February 1989), pp. 74-75.

The following items can be ordered from the National Association for the Education of Young Children:

Books

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. S. Bredekamp, ed.

Derman-Sparks, L. and A.B.C. Task Force. *Anti-Bias Curriculum: Tools For Empowering Young Children.*

Riley, S.S. *How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-Confidence, and Wisdom.*

Understanding the Multicultural Experience in Early Childhood Education. O.N. Saracho and B. Spodek, eds.

Videos

Babies and Child Care (47 min.)

Caring for Infants and Toddlers (17 min.)

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

How Young Children Learn to Think (19 min.)

Seeing Infants with New Eyes (26 min.)

The following video cassettes are available through interlibrary loan, without cost from the Wisconsin Department of Public Instruction, Division for Library Services, Bureau for Interlibrary Loan and Resource Sharing:

Come and See: An Overview of Preschool Development (17 min.) VHS/V461/No.1.

Meet and Greet: An Overview of Social Development (14 min.) VHS/V-462/No.2.

Laugh and Cry: An Overview of Emotional Development (12 min.) VHS/V-462/No.3.

Move and Do: An Overview of Physcial Development (18 Min.) VHS/V-462/No.4.

Know and Think: An Overview of Cognitive Development (15 min.) VHS/V-462/No. 5.a:

Interacting with Children

UNIT 4

4 days

Overview
Direct and Indirect Guidance
Monitoring Behavior
Planning a Daily Schedule
Influences on Children's Behavior
Appropriate Behavioral Limits
Positive Center Arrival and Departure
Classroom Interactions
Student Handouts
Resources

Course Objective: Describe appropriate guidance techniques for interacting with children

Unit 4 Objectives: The student will be able to

- list positive verbal and nonverbal interaction techniques.
- recognize appropriate behavioral limits for each stage of a child's development.
- explain the reasons for monitoring the behavior of children.
- describe how different parenting styles, cultural backgrounds, and social class may influence children's reactions to guidance techniques.
- describe the importance of planning a daily schedule.
- assist in planning a daily schedule related to the children's needs.
- explain the importance of and plan transitions for moving children from one activity to another: large group, small group, outdoor, indoor, nap, and meals.
- describe positive center arrival and departure techniques.

Overview

A child's age, cultural background, and socio-economic status may influence classroom behavior. Effective communication is important in helping children learn responsible behavior. Communication with children is both verbal and nonverbal: talking, gestures, facial expressions, and a combination of verbal and nonverbal techniques.

Not only are verbal and nonverbal techniques important, but indirect guidance techniques also can affect children's behaviors. These include the schedule of daily activities, organization of space, and selection of appropriate equipment. Children's behavior needs to be monitored for many reasons such as safety, health, self-concept, and social awareness.

Direct and Indirect Guidance

Effective communication is important in helping children learn responsible behavior

Direct guidance is physical and verbal actions that influence behavior. Effective communication is important to help children learn responsible behavior. Speech, gestures, and facial expressions are all ways to communicate with children. These are direct guidance techniques:

Verbal

When speaking to children, consider the following techniques:

- Speak in a well-modulated voice, in a moderate rate. Speak loudly enough so that the children can hear and understand what is being said.
- Use short, simple sentences; use vocabulary and terms the child will understand; avoid "baby talk."
- Use words to describe the child's feelings. This helps the child understand his or her feelings and also lets the child know that he or she is understood.
- State suggestions or responses in a positive form. Tell the child what to do. For example, say "Place the puzzle on the table." A positive direction is less likely to receive resistance than a negative one.
- Give the child a choice only when prepared to allow an actual choice. Being able to make choices helps the child develop maturity.
- Avoid using threats. Shaming or blaming a child for unacceptable behavior lessens the child's self-confidence and esteem.
- Define and maintain limits. State the rules in terms of what a child should do. Rules should have a clear purpose. The most appropriate rules are those that deal with protecting children and property.
- Avoid motivating a child by making comparisons. This may be damaging to a child's self-worth and is of particular concern in a multi-cultural classroom.

Direct guidance is physical and verbal actions that influence behavior.

Nonverbal

Nonverbal techniques involve
- maintaining eye contact throughout a conversation with the child.
- bending down to the child's level to talk.
- reinforcing words with actions.
- anticipating the need for a change of pace; redirecting the children to other activities when the children become excitable, tense, or negative. Alternative activities should be related to the children's interests and needs.
- giving the minimum amount of help so that children can reach the maximum amount of independence.
- modeling appropriate behavior. Children are great imitators.
- reinforcing appropriate behavior with a nod, a smile, or a wink.

Indirect Guidance

Indirect guidance is outside factors which influence behavior, such as the physical set-up of the center. Indirect guidance can be achieved through
- the organization of space. There should be enough open space for movement without interference, well-defined learning areas, and clear paths or traffic lanes.
- the daily schedule. Enough time should be allowed for planned activities and transitions. Active and quiet periods should be alternated. The schedule should be flexible enough to incorporate a change of pace when needed.
- the equipment. Developmentally appropriate toys and materials must be selected. A safe toy for one four-year-old child may be dangerous for

another four-year-old who is not as advanced developmentally. To foster cooperative play, an ample supply of toys must be available.

Monitoring Behavior

Children's behavior needs to be monitored for a number of reasons:

Safety

Monitoring the behavior of children is necessary to prevent injury. A safety conscious staff will position themselves so that all areas of the class room can be observed. They will check all equipment for safety and watch children closely when they are using equipment.

Health

Anticipate the need for a change of pace.

Some appropriate practices to make the environment as healthy as possible are to adjust children's clothing to the temperature, both inside and outside. Good sanitary habits (handwashing at appropriate times, for example) can be taught and reinforced daily. Finally, ill children can be isolated as much as possible from healthy children.

Social Awareness

It is important to help children interact successfully with others. Knowing and respecting the rules are part of this process.

Self-confidence

Self-confidence leads to self-respect and self-control.

Self-confidence leads to self-respect and self-control. Children gain self-respect and self-control when they are encouraged to ask questions, to seek answers, to express feelings, and to listen to and become aware of the feelings of others.

Planning the Daily Schedule

Consistent, predictable daily routines help children to feel more secure.
—Alice Sterling Honig

Children like schedules because they know what to expect; schedules provide predictability. An effective schedule is divided into time blocks which balance active and quiet activities, small and large groups, and teacher-directed and child-selected activities. Enough time should be allowed for both planned activities and transitions. Large blocks of time

are useful for self-selected activities and shorter periods of time for structured, teacher-directed activities, including time for transition.

Caregivers should be careful to plan schedules which are flexible enough to incorporate a change of pace when necessary. A flexible schedule can be altered to meet the needs and interests of the children. Sample schedules for a morning program and a full day child care program are included at the end of the unit as a student handout (page 81).

Transitions are the time periods during which children put away materials, use the bathroom, or get ready for the next activity. Transition activities should be used as learning opportunities. Transitions may be difficult and confusing for children when rules and procedures are not clearly understood or no advanced warning is given for upcoming transition. In addition, if insufficient time is provided to change from one activity to another, the children may become frustrated and they may misbehave. Caregivers can expect troublesome moments when schedules are poorly designed.

Allow time for both planned activities and transitions.

Smooth transitions occur when children know a few minutes ahead of time that a change will occur. This gives them time to finish their work in progress. Caregivers model appropriate behavior and plan for transition in sufficient detail so that potential conflict or problem points can be prevented.

Influences On Children's Behavior

An assistant child care teacher needs to understand and appreciate children's cultural heritages. Sometimes various cultural practices may affect a child's behavior. For example, some Native American children are often taught that eye contact is a sign of disrespect. Thus, in some instances, caregivers may need to adjust their own nonverbal communicative style to accommodate that of the children. Likewise, it is helpful for the caregiver to understand the style of parenting used in the children's homes. Diane Baumrind (1971), suggests that there are three styles of child rearing: authoritarian, permissive, and authoritative.

You are the mirror that reflects the personal worth of each child.
—D. Briggs

Parents using an authoritarian style tend to expect absolute obedience and rarely show their love in warm and tender ways. Such parents focus on one-way communication with their children and usually do not encourage the child to express feelings when there is a conflict.

Parents using a permissive style are accepting of their children's behavior and are not demanding or controlling. They rarely discipline or reinforce. Permissive parents often do not train their children to be independent or self-reliant.

Parents using an authoritative style set limits and communicate expectations to influence their children, using moderate discipline only when necessary. These parents communicate effectively. During the verbal give-and-take process, they encourage their children to develop

reasoning ability. These parents encourage individual initiative and self-esteem.

Appropriate Behavioral Limits

The caregiver should use positive techniques whenever possible.

Caregivers need to assume responsibility for keeping a child within safe and acceptable limits. It is important that caregivers be consistent and immediate with their discipline. To illustrate, show a child who is misbehaving an alternate, positive behavior. Verbal and nonverbal approval of acceptable behavior can also be effective. Children react more positively to praise or positive reinforcement than they do to reprimands, so the caregiver should use positive techniques whenever possible.

Toddlers (Ages 1 and 2)

Toddlers frequently misbehave or act inappropriately. For example, they may throw temper tantrums which include kicking, screaming, or demonstrating their frustrations in other ways. Caregivers must ignore the noise and the "show." After the toddler has "cooled down," the caregiver can interest him or her in something else.

Toddlers need to learn that aggressive actions hurt others. Sometimes toddlers bite and they may not realize that biting hurts. If they are told that it hurts, they may learn to stop biting. Physical aggression such as hitting, hair-pulling, spitting, and pushing is also common.

Preschoolers (Ages 2½ to 5)

Like toddlers, preschoolers need guidance. At this stage of development, most preschoolers have begun to understand and can accept the consequences of their actions. The consequences should fit the actions. Because preschoolers want approval, they will accept verbal guidance; however, example is still the best teacher.

School-age (Ages 6 to 8)

The consequences should fit the actions.

The guidance and discipline of school-age children should strike a balance between letting children be independent and protecting them. A caregiver needs to clearly state and explain rules; then the rules must be enforced consistently.

Positive Center Arrival and Departure

Arrivals and departures are important teacher-child, parent-child, and teacher-parent interaction times. On arrival, the caregiver will greet children cheerfully by name and observe each child's emotional and physical state. This time is an opportunity for parents and teachers to exchange information. The respect and rapport established will enable the teacher to work successfully with the parents. At departure times, if possible, share the child's successes of the day with parents.

Arrivals and departures are important interaction times.

Teacher Involvement	Student Involvement
Direct and Indirect Guidance	
Have small groups reword the following examples so that they are stated positively: • Stop shouting. • Don't stand on the slide. • Haven't I told you before not to play with your food? • Pick up those toys now! • Can't you two play nicely together? • Don't throw sand! • I told you not to take the cash register out of the dramatic play area! • Stop crying!	In small groups reword statements to be positive rather than negative.
In small groups ask students to list two nonverbal techniques for interacting with children and demonstrate these techniques to the class. Examples: • Maintaining eye contact. • Getting down to child's level to talk. • Setting a good example. • Giving help when needed.	In small groups list two nonverbal techniques and demonstrate to class.
In small groups, role play what nonverbal and verbal techniques an assistant child care teacher would use. Situations: • Jim and Mary are fighting in the block area. • José will not eat his vegetables at lunchtime. • Rosa pushes Tammy and Tammy falls on the playground. • Jerry is talking loudly instead of listening to the story in large group. • Hector is painting his smock rather than his picture on the easel.	Role play situations using both verbal and nonverbal techniques.
Discuss how the setting can be an indirect guidance technique. Key points: • Organization of space • Program activities • Daily schedule • Equipment • Staff	Participate in discussion.

Teacher Involvement	Student Involvement
Monitoring Behavior	
Discuss reasons why teachers need to monitor children's behavior. Examples: • Safety • Health • Social Awareness • Self-control	In small groups, identify reasons why children's behavior needs to be monitored in a child care center.
Review the Wisconsin Administrative Code regarding required child staff ratios (55.32 (3)). Have students discuss the following: • Why do we need ratios? • How is a ratio determined for children in a mixed-age group? • When can you break the rules for maximum group size?	Review Wisconsin Administrative Code on child staff ratios (55.32 (3)). Discuss.
The Daily Schedule	
Brainstorm why a schedule is important. Key points: • Eliminates confusion • Lessens conflict • Assures smooth operations • Eliminates potential behavior problem	Participate in discussion.
Using student handout, discuss planning a schedule. Key points: • Time blocks • Quiet/active periods • Teacher directed/child selected • Transitions	Participate in discussion.
In small groups using the sample schedules as a guide (See student handout, pages 81-82), have each group plan an all day schedule.	In small groups plan a daily schedule.
Define the importance of transitions. Questions: • Why are some transitions difficult for children? • What can an assistant child care teacher do to facilitate smooth transitions?	Participate in discussion.
Have each student plan and present transition to the class. Examples: • Song • Fingerplay • Children whose name begins with certain letter • Children wearing certain color	Plan a transition to present to class.

Teacher Involvement	Student Involvement
Influences on Children's Reactions	
Discuss environmental influences on behavior of young children. Key points: • Culture • Style of parenting: Authoritarian Permissive Authoritative	Participate in discussion.
Discuss the concept of prejudice. Brainstorm ideas about how prejudice might affect the center classroom, including • prejudice of a caregiver • prejudice of a parent • prejudice of a child	Generate ideas about how prejudice relates to discipline.
Assign one page paper discussing discipline techniques that the student's parent used and how they may have influenced present behavior.	Write one page paper.
Appropriate Behavioral Limits	
Define limits. How do behavioral limits relate to the age of the child? Points to consider: • Language development • Physical development • Emotional development	Participate in discussion.
In small groups, discuss appropriate behavior limits for toddlers, preschoolers (2½-5 years), and school-aged children.	In small groups discuss behavioral limits for toddlers, preschoolers, and school-aged children, giving examples of limits for each group.
Positive Center Arrival and Departure	
Have small groups discuss what problems may occur at arrival and departure times. Examples: • Child not wanting to leave parent. • Child who is not feeling well. • Child not wanting to leave center. • Child who is still sleepy at arrival.	In small groups give examples and discuss arrival and departure problems.
Role play the following situations: • Child crying after parent(s) leaves. • Child clinging to parent. • Communicating with a parent who does not speak English. • Greeting parent(s) and child departure. Discuss solutions used and other possible ways to handle each situation.	Role play situations.

Sample Morning Schedule

9:00-10:00 **Self-Selected Play**

Greet the parents and the children as they arrive. Help the child with his or her clothes, if necessary, and encourage independence. Help the child who has difficulty finding something to do. Areas that need planned activities include sociodramatic play, fine motor, reading area, blocks, science, gross motor, music, woodworking or cooking. (Not all areas need to be prepared for each day, but in a week's time each area should be included.)

10:00-10:10 **Cleanup**

10:10-10:25 **Large Group**

Several experiences are appropriate during this time, including
- stories told in many ways.
- songs.
- movement or music.
- simple, noncompetitive games.
- language experiences, group discussion, or language charts.
- fingerplays (also a good transitional tool).

10:25-10:40 **Snack**

This is a good opportunity for conversation and a chance for the children to practice social skills like sharing, taking turns, and demonstrating appropriate table manners. Encourage independence by allowing each child to do as much as possible. Make sure the children are settled before distributing the snacks.

10:40-11:00 **Small Groups**

Consider the theme of the week when planning these activities. Plan enough activities to use the entire time. Plan "back-up" activities in case the children finish early, and prepare all activities before the children arrive.

11:00-11:30 **Outdoor/Dismissal**

Plan "back up" activities for times when children are unable to be outdoors due to weather conditions.

Note: The times serve only as guidelines. Monitor daily how the children are reacting to the activities and adjust schedule according.

Student Handout 2

Full Day Schedule Sample

6:30-8:00	Center opens Greet children and parents Allow children to select from relaxing activities
8:00-8:15	Cleanup and wash hands for breakfast, use bathroom
8:15-8:45	Breakfast
8:45-9:00	Wash hands and face, brush teeth, and use bathroom if needed
9:00-9:15	Group time: sing songs, do fingerplays. Introduce and discuss activities that will be available during self-select play
9:15-10:30	Self-selected play—planned activities available for art, easel, sand/water table, blocks, socio-dramatic play, fine muscle development, music, mathematics, and science
10:30-10:45	Cleanup
10:45-11:00	Planned large group activity: story, resource person, song, or discussion
11:00-11:20	Small group activities: i.e., game, story, small group project
11:20-11:50	Outdoor play
11:50-12:00	Prepare for lunch, wash hands, use bathroom
12:00-12:30	Lunch
12:30-12:45	Wash hands, brush teeth, and use bathroom if needed
12:45-1:00	Read to groups of children
1:00-2:30	Naptime: scratch backs and listen to relaxing instrumental music
1:45-2:30	For children who do not sleep, prepare a variety of quiet activities
2:30-3:15	Self-select play
3:15-3:30	Cleanup and prepare for snack
3:30-3:45	Snack
3:45-4:30	Outdoor play
4:30-4:45	Planned large group activities
4:45-5:45	Self-select play
5:45-6:00	Cleanup
6:00-6:30	Read to children and engage in relaxing activities

Note: In a full day schedule, children arrive and depart throughout the day. Times for activities may need to be adjusted according to the children's needs.

*Resources**

Beaty, J. J. *Skills for Preschool Teachers.*

Bender, M. and R. K. Bender. *Disadvantaged Preschool Children: A Source Book for Teachers.*

Brisbane, H. E. *The Developing Child: Understanding Children and Parenting.*

Conger, F. S. and I. B. Ross. *Child Care Aide Skills.*

Herr, J. *Working with Young Children.*

Marhoefer, P. E. and L. A. Vadnais. *Caring for the Developing Child.*

These items can be ordered from the National Association for the Education of Young Children.

Books

Derman-Sparks, L. and the A. B. C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children.*

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. S. Bredekamp, ed.

Stone, J. G. *A Guide to Discipline.*

Understanding the Multicultural Experience in Early Childhood Education. Saracho, O. N. and B. Spodek, eds.

Warren, R. M. *Caring: Supporting Children's Growth.*

Brochures

Helping Children Learn Self-Control.

Honig, S. *Love and Learn: Discipline for Young Children.*

So Many Goodbyes: Ways to Ease the Transition between Home and Groups for Young Children.

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Videos

Discipline (17 min.)

Discipline: Appropriate Guidance of Young Children (28 min.)

Classroom Activities

10 days

Overview
Developmentally Appropriate Curriculum
Selecting Developmentally Appropriate Activities and Equipment
Developmentally Appropriate Activities
Resources for Developmentally Appropriate Programs
Theme Ideas
Activity Plans
Selecting Developmentally Appropriate Books
Classroom Interaction
Student Handouts
Resources

Course Objective: Comprehend the importance of planning classroom activities based upon the children's developmental levels

Unit 5 Objectives: The student will be able to

- choose developmentally appropriate equipment and activities.
- plan and coordinate activities appropriate for children's developmental stages and cultural background.
- present a variety of activities related to the four areas of development intellectual, social, emotional, and physical.
- organize space and materials for self-selected activities during free play.
- identify resources that can be useful in planning developmentally and culturally appropriate programs for young children.
- plan an activity for each of the curriculum areas: storytelling, art, music, socio-dramatic play, block building, science, and mathematics.
- select developmentally appropriate storybooks for children using the following criteria: size of book, illustrations, length, content, and cultural variety.

Overview

Knowing and understanding children's developmental progress is essential in providing a quality child care program. Teachers who understand child development plan activities which are appropriate for children's ages and individual needs. Such curriculum provides activities for all areas of child development: physical, social, emotional, and intellectual. Teacher observations of each child's interest and developmental progress are a prerequisite for planning; implementation requires activities be included that encourage children to explore actively and interact with other children, adults, and materials.

Developmentally Appropriate Curriculum

Teachers who understand child development plan activities which are appropriate for children's ages and individual needs.

Developmentally appropriate child care programs are based on the premise that variances exist in each individual's normal development. Such programs have flexible expectations about when children achieve certain competencies. The term "developmentally appropriate" means matching the activity level to the needs of the children. Developmentally appropriate experiences also provide challenges which prompt children to extend their skills.

Two factors which affect developmental appropriateness are age and individual differences. The normal sequence of growth and changes that

occur in children determine the appropriateness of activities. Similarly, a child's personality, learning style, and family background must be considered.

When planning developmentally appropriate curriculum, child care providers, who understand child development, are able to identify the range of appropriate behaviors, activities, and materials for a specific group of children. In addition, child care workers observe individual children's strengths and interests, and use these observations to design the most appropriate learning environment.

Planning developmentally appropriate curriculum includes

- knowing the age span, developmental levels, needs, and interests of the children.
- planning activities that promote the physical, social, emotional, and intellectual development of children.
- using on-going observations of each child's developmental progress.
- providing varied activities that both encourage active exploration and interaction with materials and other persons.
- selecting real, tangible materials and experiences relevant to children
- sequencing activities with attention to difficulty and complexity.
- encouraging children's language growth by asking questions to stimulate thinking.
- including multicultural and nonsexist experiences and materials.
- providing a balance of quiet and active activities.

Selecting Developmentally Appropriate Activities and Equipment

Infants/Toddlers

Appropriate programs for children under age three encourage play, active exploration, and movement. Such programs provide a wide variety of stimulating experiences within an established routine. Adults encourage and guide learning experiences for infants and toddlers by providing a safe, emotionally supportive environment which encourages interaction with others. Adults caring for infants and toddlers should be patient, warm, dependable, supportive, and sensitive to the changing signals of each child.

The term "developmentally appropriate" means matching the activity level to the needs of the children.

Developmentally appropriate activities and caregiver practices for infants include

- frequent touching and holding.
- consistent care adjusted to the infant's eating and sleeping pattern.
- responsive verbal and nonverbal adult/child interactions.
- opportunities for sensory and motor experiences.
- ample amounts of varied materials for exploration and play.
- opportunity to move about safely.
- daily communications with parents of the infants.

Appropriate programs encourage play, active exploration, and movement.

Developmentally appropriate equipment and environment for infants include separate areas for sleeping, feeding, diapering, and play. It is also

necessary to have individually labeled cribs, bedding, feeding utensils, and clothing. The area where infant care occurs should be cheerfully decorated with bright colors and with pictures placed at the children's eye level.

Children at this age respond well to a variety of music which they enjoy listening to and which encourages body movement. In addition, safe, washable toys placed on low open shelving allow the infant to make a selection. Interaction toys such as busy boards, clutch balls, nesting blocks, rattles, teethers, rubber dolls, and squeeze toys are the most popular. Books with cardboard pages and bright pictures of familiar objects will begin to stimulate a child's interest in books and language.

A safe environment is fundamental to a quality child care program. Cover electrical outlets, safely store extension cords and hazardous materials (such as cleaning supplies). Toys should be sanitized when a child is finished putting them in his or her mouth.

Toddlers thrive on exploration, creativity, and imagination.

Toddlers thrive on exploration, creativity, and imagination. They need ample opportunities to develop and express their creative potential. Developmentally appropriate toddler programs allow children the time and opportunity to explore. Toddlers need sensitive adults to intervene and to help them deal with intense feelings and rapid fluctuations in moods.

Developmentally appropriate programs for toddlers

- encourage active and safe interaction with people and objects.
- support self-control during toilet training and avoid punishment or shaming.
- use realistic, clearly stated expectations and guidance techniques.
- encourage making choices, developing independence, and learning self-reliance.
- maintain a predictable routine.

A developmentally appropriate toddler program would also provide unstructured materials for art, music, dance, and socio-dramatic play. Art media such as large crayons, washable markers, and large sheets of paper are necessary staples. Because of their age, however, children should not be expected to produce finished products.

Language development can be encouraged by reading frequently to children.

Language development is also important and can be encouraged by naming real objects that the children are familiar with and by reading frequently to children. The teacher can also sing songs, do finger plays, and allow children to actively participate with flannel board or magnetic board stories. Sturdy picture books for independent use are also important.

In addition, developmentally appropriate programs provide snacks and meals that include finger food and utensils that are easy to use. It is a good idea to make sure that food is ready before children are seated. A well planned, food related activity also encourages communication with and support for families.

Developmentally appropriate environments for toddlers have individual cribs or cots, bedding, feeding utensils, and clothing. Separate areas are provided for diapering/toileting, sleeping, and feeding. A user friendly environment is created when these areas have been decorated with

pictures of friendly animals, faces of people, and family members. Toys can be made available on low, open shelves for self-selection.

Frequent opportunities for active gross motor development should include both indoor and outdoor settings. Climbing equipment should be low and well-padded. It is a good idea to separate outdoor play space from that of the older children. Center staff should also take precautions to prevent the spread of germs. Toys need to be sanitized regularly and adults should wash their hands before and after diapering or toileting children, and before handling food. Children's hands also need frequent washing.

Frequent opportunities for active gross motor development are important.

Three-Year-Olds

The development of three-year-olds is unique. They sometimes display skills and understanding similar to those of four-year-olds and at other times they behave like toddlers. Adults should not expect too much or too little of three-year-olds. Since many child care programs have multi-age groups of children in the same classroom, it is important for child care providers to recognize the unique needs of three-year-old children.

Developmentally appropriate programs, activities, and equipment for three-year-olds encourage independence. Schedules should provide time for children to do things for themselves, such as eating, washing hands, dressing, and toileting. However, the care provider must take into account that three-year-olds overestimate their physical powers and try activities that are unsafe or too advanced. This is especially true in multi-aged classrooms where three-year-olds often model the four- and five-year-olds.

Adults should not expect too much or too little of three-year-olds.

Developmentally appropriate programs for three-year-olds also provide uninterrupted time for activities and ample materials for children to freely select and explore. They encourage children to use their natural curiosity and to experiment with cause and effect relationships. For example, blocks, knobs, latches, and objects that open and close or can be taken apart are popular.

The development of fine motor skills can be encouraged by stringing beads, doing puzzles, or working with assorted construction sets. Also, art materials such as large crayons and blunt scissors are necessary equipment. Music and rhythm activities are also popular and help develop fine motor skills.

To encourage language development, teachers need to speak clearly and frequently to children and listen attentively to their responses. Patient responses to frequent "how" and "why" questions foster the desire to be inquisitive. Stories, poems, and finger plays are also favorite activities.

Young children cannot think very well when they sit silently.
—Constance Kamii

Preschoolers (ages 4 and 5)

Developmentally appropriate child care programs for four- and five-year-old children focus on child-centered activities. Children should par-

ticipate actively in learning experiences instead of being expected to recall and repeat information provided by the child care staff. It is possible to train children to recall information correctly, such as the alphabet or numerals from 1-20. However, these are rote skills and do not reflect an understanding of the concepts.

Developmentally appropriate programs encourage independence.

A curriculum that is focused around a theme and that provides a variety of interest activities in each area related to the theme is an integrated curriculum. For example, if the children are interested in dogs, their art, music, stories, socio-dramatic play, mathematics, and science activities can be related to this theme.

Developmentally appropriate activities and materials allow four- and five-year-olds to

- observe and use real objects, build with blocks, and measure substances or ingredients for cooking experiences.
- observe changes in animals, plants, water, and the environment.
- express themselves through song, music, drawing, painting, and clay.

Developmentally appropriate programs focus on child-centered activities. They allow children to construct their knowledge from actual experience.

Developmentally appropriate programs for four- and five-year-olds encourage active exploration and interactions. Children work individually or in small groups most of the time. The children are physically and mentally active; they select activities from interest areas prepared by the staff. For this age group, the program might emphasize self-directed problem solving and experimentation with real life objects. People relevant to their own life experiences, such as community helpers, become important factors in their learning experience.

The role of the staff is to view each child as unique and to guide or facilitate play and learning by preparing stimulating, challenging materials and activities. The staff will also observe children closely to determine what they understand; the staff will provide additional challenges to stimulate further thinking.

School-age Children (6 to 8 years)

School-age programs should offer children a variety of choices: good books and opportunities to participate in sports, field trips, cooking projects, and woodworking experiences.

Young children's play activities are characterized by being involved with peers in various degrees leading to more organization as social skills become more refined.
—Jerry Bigner

Developmentally appropriate school-age programs provide materials for children to explore and ponder. The materials and the related activities should be relevant and meaningful, allowing children to construct their knowledge from actual experiences. Generous blocks of time for exploring learning centers and the materials available are important considerations.

School-age programs also should encourage communication and interaction with others. The program should challenge children to develop thinking skills and to identify and solve problems. Interactive conversations with adults and other children promotes positive peer group relationships. Finally, group outdoor activities for skill-development and self-expression foster communication and interaction.

Activities and materials appropriate for school-age children should be scheduled so that children have places to work individually or in small

groups. In one area, children could use blocks, cards, games, art materials, and scientific equipment. In another, they might browse through books, listen to tapes or videos, or explore both fiction and nonfiction. Mathematics, language, or strategic thinking games could be arranged in a third area. And they could draw and illustrate stories and write about experiences at a fourth station.

Challenge children to develop thinking skills

Developmentally Appropriate Activities

Activities selected by the staff in a developmentally appropriate program should meet needs and stimulate growth in all aspects of children's development: intellectual, social, emotional, and physical. Quality programs recognize that one aspect of development is not more important than another. Child care providers need to be concerned about developing the "whole" or "total" child.

Quality programs recognize that one aspect of development is not more important than another.

Infants (Birth to 12 months)

Four Areas of Development

A safe environment stimulates the physical, social, emotional, and intellectual development of infants. As the infant matures, a safe environment allows the child to roll over, sit without support, crawl, pull self up, stand holding onto furniture, walk when led, and walk alone. Nurturing care should also be a factor in the children's environment. This includes ample cuddling, gentle handling, and speaking to the child in soft tones. Consistency in care and environment helps infants develop trust. Needs should be met within a reasonable time frame. The caregiver plays with, talks to, sings to, and reads books to the infant. Major changes in the environment, staff, and routine should be kept to a minimum.

Be concerned about developing the "whole" or "total" child.

Opportunities to see, feel, smell, taste, and hear objects encourage infants to focus their eyes on bright objects, to vocalize sounds, and to imitate actions like "bye-bye." Toys that encourage interaction and that are responsive to the infants' actions are busy boards, nesting toys, and music boxes. These provide opportunities to gain familiarity with and acceptance of others. Brightly colored, durable toys, which are sized for infant's hand to grasp, release, manipulate, and transfer from one hand to the other, foster the development of physical skills.

Chart 1 shows how children (toddlers, preschoolers, and school age children) develop physically, socially, emotionally, and intellectually.

Chart 1

How Children Develop

	Toddlers 12-36 Months	Preschoolers 2¼-5 Years	School-age 6-8 Years
Physical Development	Activities that support physical development are serving finger foods, using utensils and bowls adapted for toddlers. Toys and equipment should be appropriate for skill level. Markers; large-sized crayons; colorful, durable toys work well.	Activities that encourage small muscle development are building with small toys and objects; drawing and painting pictures with crayons, markers, pencils, and other art supplies; sipping, pouring, twisting, tracing, and pounding. Large motor development is encouraged by running, skipping, hopping, climbing, and riding toys.	School-age children need first hand experiences; it is important to remember that they are fatigued more by inaction than they are by running or bicycling. School ages will gain speed and accuracy as they refine both gross motor and fine motor skills.
Social Development	Social development depends on adults who interact in a sharing manner. Adults might say, "Sam, I'd like to play with the blocks too." Toddler will model the behaviors of adults. Toddlers like to roam around or sit near toys, objects, and other people.	Social development depends on adults who encourage the sharing of belongings and who establish limits for personal behavior. Adults can explain the feelings of all children in conflict situations: e.g., "Sam wants to play with the truck some more. Ask him to give you a turn when he is finished." Children should be treated with respect, kindness, and individuality. Allow children to independently resolve conflict.	School-age children should be given the opportunity to develop skills such as helping, cooperating, and negotiating. Adults can help by giving support, time, and assistance for projects and activities. Modeling positive values and attitudes is very significant; actions speak louder than words. Adults should develop a balance between letting children go and being supportive.

	Toddlers	Preschoolers	School Age
Emotional Development	Emotional development depends on actions and reactions of adults who are realistic, clear, and consistent. Directions should be worded positively: "We walk inside" instead of "Don't run." Success will be more likely if adults respect the child's need to make some choices (what to wear), to develop new skills, and to be praised for their accomplishment and self-control. Toilet training is effective only when children want to learn and if they feel a spirit of cooperation and enthusiasm.	Emotional development is healthy when the children respect and value their families and the cultural patterns by which their families live. Appropriate activities are those which reassure and support children as they deal with fears and anxieties. It is also important to establish reasonable rules and limits: selecting new activities for growth and following through in a consistent, firm manner when children fail to follow the rules.	Emotional development is fostered by adults who help children develop respect, acceptance, and appreciation of others whose abilities, interest, or family backgrounds may be different. Multicultural and nonsexist activities will enhance self-esteem. A caregiver can promote self-control by establishing clear limits; children may be actively involved in establishing rules and developing solutions for misbehavior.
Intellectual Development	Activities that support intellectual development include thinking skills which result from active participation: classifying and sorting objects into groups such as hard/soft, big/little, or wet/dry. Language development is encouraged through modeling, giving information, singing, and daily reading.	Activities that support the intellectual development of preschoolers require them to use all five senses, to solve problems, to classify and compare (color, size, shape), and to sort objects or pictures into a sequence (smallest to largest). Vocabulary building and communication skills result from dictating stories or creating collages.	School-age children need hands-on experiences in memory, logic, word play, and strategic games. Children need to recall, understand, and communicate information. They may be encouraged to explain, to state ideas clearly and concisely; to recognize connections; and to distinguish, duplicate, and extend patterns. They organize, match, group, and order objects. They can distinguish details, colors, textures, designs, and sizes. They can analyze and solve problems; they will develop original, unique, and unusual ideas.

Resources for Developmentally Appropriate Programs

One of the best references for understanding developmentally appropriate practices is titled *Developmentally Appropriate Practice In Early Childhood Programs Serving Children From Birth Through Age 8* expanded edition, edited by Sue Bredekamp. It is published by the National Association for the Education of Young Children (N.A.E.Y.C.). (See resource list, page 194.)

Child care programs have staff who are aware of and continuously sensitive to cultural and ethnic differences. Child care programs need to support children and their families regardless of cultural or religious background. Child care providers can promote cultural awareness by selecting books that include illustrations of people from various cultural backgrounds. Caregivers would also be sensitive to and provide for religious differences, practices, and celebrations.

Resource people from a variety of cultures can be consulted and invited to participate in center activities. A center should also purchase toys and equipment that encourage cultural awareness, such as dolls or play figures (used in the block area or doll house) that depict people from various cultures.

Organizing Space and Materials for Free Play

Child care providers who understand child development know the importance of free play and will encourage child-initiated, child-directed, teacher-supported play as a major component of a developmentally appropriate program. They select materials and organize classrooms to encourage children to learn through active exploration and interaction with materials, other children, and adults. During free play, child care providers move among the children to encourage and support the use of various materials. Teachers ask questions and offer suggestions as needed. Learning centers prepared by the staff include art, music, socio-dramatic play, blocks, science, mathematics, games, puzzles, books, and sensory experiences.

When planning activities for self-selected play, the child care staff needs to

- consider the arrangement of the room. As discussed in Unit 2, the room arrangement should allow staff to supervise and view the entire classroom. Noisy activities should be placed away from quiet activities, and messy areas should be near a sink.
- provide a variety of activities. Take into consideration the ages and developmental levels of children. A toddler should be able to select from three to five learning areas, whereas a five-year-old needs six to eight choices.
- consider the amount of adult support and intervention needed to oversee all free play activities. Children should be able to do the majority of activities with minimum adult guidance so the number of activities that require movement should balance with those that are restful.

Theme Ideas

Children acquire knowledge and information through playful interactions with objects and people. For children to fully understand and remember what they have learned, the activities must be appropriate to the children's experiences and stages of development. The developmental needs of the children are best met using an integrated curriculum approach which consists of activities related to the topic or theme being explored.

Learning experiences are often planned around themes that are suited developmentally for the children.

Learning experiences are often planned around themes that are suited developmentally for the children. For example, these are some sequential themes for a unit, concerning toddlers' movement:

Chart 2

Week One:	I can move (crawling, walking, jumping)
Week Two:	Toys I can move or move in (big wheels, strollers, wagons)
Week Three:	Things I can ride in (cars, trucks, buses)

An example an integrated curriculum approach follows.

Chart 3

Theme	**Trucks**
Art	Provide construction paper and some precut circles. Encourage children to design their own trucks.
Easel	Allow children to paint by dipping wheels of small cars in paint and pressing cars on paper.
Books	Provide assorted books about different kinds of trucks.
Socio-dramatic	Provide boxes painted to resemble trucks, chair for seats, steering wheel.
Woodworking	Provide precut circle shapes, assorted rectangle shapes, nails.
Blocks	Provide wooden trucks and traffic signs. Encourage children to build roads and garages.
Music	Sing Song, "Wheels on the truck go round and round."
Sensory	Place small cars and trucks in the sand table.
Science	Encourage children to explore how a car with triangle wheels moves versus a car with circle wheels.
Mathematics	Encourage children to sort and classify pictures of assorted trucks: tow trucks, dump trucks, garbage trucks, vans, and others.
Small Motor	Provide truck puzzles.

Chart 4

Sample Theme Ideas

2-3 Years Old	4-6 Years Old
My School Things I Can Do at School My Senses: Hearing Touching Tasting Smelling Seeing Colors: Red Blue Yellow Shapes I See: Circles Squares Triangles Things that Move: Me Cars Trucks Boats Planes Animals: Pets Farm Zoo Water Bugs Birds People in My Neighborhood: Librarian Beautician/Barber Aerobics Instructor Baker Mail Carrier	My School and School Helpers All About Me My Feelings My Friends My Home and Family Safety at Home at School Fruits and Vegetables Other Foods Healthy Habits Exercise Sports Music Dance Communication: Signs and Symbols in our Town Books Printing/Newspaper Telephone Television/Radio Acting/Puppets Plants: Trees—Shade and Fruit Nuts, Seeds, and Bulbs Plants Flowers Tools: Tools that Cut Magnets Woodworking Tools Community Helpers: Doctor Nurse Dentist Police Officer Librarian Mechanic Veterinarian

Written activity lesson plans help teachers think through an activity and organize both procedure and materials. When using lesson plans, staff can determine if they are regularly including experiences that support all areas of development. Writing lesson plans in advance allows teachers time to expand or revise plans, gather materials, and organize the room. Sequential planning builds on and reinforces previous learning experiences.

When planning activities, the child care staff needs to consider the following points:

Free play encourages children to learn through active exploration and interaction with materials, other children, and adults.

Select the activity and determine goals or purpose of activity.

- Does the activity aid in the emotional, social, intellectual, or physical development of children?
- For what ages is the activity developmentally appropriate?
- How can the activity be adapted to meet individual differences?

Outline materials needed for the activity.

- Are the materials readily available?
- Are the materials safe for your age group?

Prepare to implement the activity.

- Collect, organize, and prepare materials.
- Does the amount of time required to make, set up, and cleanup justify the activity?

Determine the procedure to implement activity.

- How will you introduce the activity?
- What are the steps involved in presenting the activity?
- Are the steps arranged in a sequence easily understood by the children?
- How will you end and clean up the activity?

Evaluate the activity.

- How did the children respond to the activity?
- Were the materials and procedure matched to the children's ability to learn?
- How would you change this activity if you did it again?

(See sample lesson plans at the end of the unit on pages 104-114.)

Developmentally appropriate books focus on children's interests.

Developmentally appropriate books focus on children's interests. Children are usually concerned about things which are familiar: themselves, their homes, their families, their friends, and their neighborhood.

Children's favorite books are often those in which they can identify with the main character(s) and are familiar with the situation or setting. Children frequently enjoy repeating words that rhyme; nonsense words; or repetitive words, phrases, or sounds.

When selecting books, look for stories that feature warm family situations, have a happy or satisfying ending, and have simple illustrations shown in bright colors. Books should also present their characters in a variety of ethnic and socio-economic situations.

Appropriate books will be matched in length to the attention span of the listeners. It should be possible to complete a story in a single sitting. If children begin to lose interest, quickly summarize and end the story.

Daily classroom schedules should include times for children to select and look at books on their own as well as times for teachers to read to the children. Whenever possible, it is preferable to read to children in small groups.

Preparing to Read Books

Practice reading the story aloud two or three times.

Before reading to a group of children, practice reading the story aloud two or three times. Use an interesting, pleasing voice, and encourage the children to get involved with the story. The book should be held so that children can see the illustrations. Sit sideways, on the children's level, instead of directly facing the children. This position allows both the reader and the children to see the page.

Steps to follow in preparing to read to children:

1. Select a book.

2. Prepare yourself by practicing reading aloud. As you practice reading, look for words for which you can use sound effects such as "moo," "meow," or "rain" (finger tapping). Also note places for which you can substitute the name of the town the children live in or relationships in which you can insert a particular child's name. Watch for places in the story to pause and ask questions. Be aware of new or unfamiliar words that might need to be defined. And watch for repetitious phrases that the children can repeat.

3. Gain children's attention and introduce the story. Before you begin to actually read the story, make sure the children are settled and ready to listen.

Introduce the story. For example, hold up the book *Whistle for Willie* by Ezra Jack Keats. Have the children look at the picture on the cover. Tell the children that the name of the boy on the cover is Peter. Point at the partial picture of an animal. Ask the children the name of the animal. Explain that Peter is trying to learn to whistle so he can call his dog. Establish an interest: "Let's read the story and find out if Peter learns to whistle."

4. Use an interesting voice. Dramatize the story by using soft, whispery, loud, or scary tones. Practice reading the story, using your voice in different ways. Read the story slowly so that children have time to think about what is happening to the characters. Tape record yourself and listen to how you sound.

5. Involve the children in the story whenever possible. The story flows more smoothly if you ask a different child to answer each time you ask a question, as everyone will want a turn. Encourage all children to repeat rhyming words or repetitious phrases in unison.

Involve the children in the story.

6. Extend the storybook experience whenever possible. For example, after reading *The Very Hungry Caterpillar* by Eric Carle, go for a walk to look for caterpillars or talk about the different kinds of fruit in the story.

Classroom Interaction: Unit 5

Teacher Involvement	Student Involvement
Developmentally Appropriate Curriculum	
Discuss difference between age appropriateness and individual appropriateness. Key questions: • How do differences in child's personality affect individual appropriateness? • How do differences in family background and ethnic heritage affect individual appropriateness?	Participate in discussion.
Using real, tangible objects, formulate a list of appropriate activities that are relevant for toddlers, preschoolers, and school-aged children Example of activity: • Toddlers discriminating between big and little objects. Have two of each of object, such as one large and one small ball.	Contribute and record ideas.
Selecting Developmentally Appropriate Activities and Equipment	
Divide students into three groups: infant and toddler, preschool, and school-age. Have each group prepare a list of appropriate equipment and toys for their assigned age.	Complete group assignment and share with class.
Ask groups of students to select toys and equipment from toy/equipment catalogs for preschool-aged children for the following areas: art, music, outdoor, and socio-dramatic play. Optional activity: Have students record price with items.	Complete assignment and compare equipment list.
Prepare a list of materials that encourage unstructured art, music, and socio-dramatic play activities and experiences for toddlers, preschoolers, and school-age children. For example, art materials needed for toddlers might include blank sheets of paper, large crayons, washable markers, playdough, and plastic cookie cutters.	Complete assignment individually or in groups and compare lists.
Activities That Support the Intellectual, Social, Emotional, and Physical Development of Children	
Assignment: Locate or develop one activity for each of the following areas of development: intellectual, social, emotional, and physical. (Check local library, CESA office, elementary school library.)	Complete assignment individually or in pairs and share activity ideas with class, making sure to include name of activity, area(s) of development, age level appropriate for, brief description of activity.

Teacher Involvement	Student Involvement
Identify activities and equipment in a preschool classroom that promote fine and gross motor development. Example: Fine motor—puzzles, puppets, scissors, crayons, small manipulative toys, dressing skills, pouring own juice for snack, etc. Gross motor—balance beam, climbers, tricycles, creative movement to music.	List activities and determine if these foster fine or gross motor development.
Resources for Selecting Developmentally and Culturally Appropriate Programs	
Obtain activity resource books and early childhood curriculum guides from school library, public library, CESA office, kindergarten teachers, or other sources. Require students to determine if the curriculum guide or activity resource book is a good resource for developmentally and culturally appropriate program activities.	Complete assignment in large group, small group or individually, using the following criteria to evaluate activity resource. Discuss. Evaluation criteria: • Do the suggested activities use concrete, tangible items? • Do the suggested activities encourage children to participate actively and interact with objects or people? • Do the suggested activities encourage creative thought and expression? • Can the suggested activities be adapted to meet individual children's abilities?
Have students choose a popular children's story and rewrite it in a different cultural setting.	Adapt a popular children's story for another culture.
Organizing Space and Materials for Free Play	
Building around themes that are interesting to children, require students to make a daily activity plan for free play for either toddlers, preschoolers, or school-age children.	Complete assignment. Using the following areas, develop daily activity plan for free play: • Art • Books • Block • Fine motor • Music Share completed assignment and discuss in class.
Planning Activities	
Examine sample activity lesson plans. Discuss sections of the plans.	Read and review.
Assign two lessons for any two of the curriculum areas. (See student lesson plan handouts, pages 104-114, for examples.)	Complete assignment individually or in groups.

Teacher Involvement	Student Involvement
Planning Activities	
Examine sample activity lesson plans. Discuss sections of the plans.	Read and review.
Assign two lessons for any two of the curriculum areas. (See student lesson plan handouts on pages 104-114 for examples.)	Complete assignment individually or in groups.
Have students present activity to peers and complete evaluation section on lesson plan.	Present activity and complete evaluation section on lesson plan form.
Assign an interview with kindergarten or preschool teacher, regarding how they plan activities.	Interview a teacher in a preschool or kindergarten and record findings. How does he or she formulate weekly lesson plans? Possible discussion questions: • How does the teacher decide what theme or topic to teach? • How does the teacher decide what additional materials will be used? • What method of lesson planning does the teacher use and why? • How often does the teacher do lesson planning? • Does the teacher have a copy that you could take to class?
In large group discuss the findings of the interviews.	Participate in discussion.
Selecting Developmentally Appropriate Books	
Take a field trip to an elementary school or public library. Find three books appropriate for preschoolers and school-age children.	Locate three books for each of the following age groups: preschoolers and school-age children.
Select three children's books and evaluate them using student handout titled, Selecting Books, page 103.	Complete assignment.
Assignment: Select one children's book and prepare to read book to the rest of the class. Read story as you would to children.	Select book, privately practice reading the book out loud, and read book to class.

Checklist: Selecting Books

Name	
Title	Author
Publisher	Publication Date

After reading the storybook, answer the following questions yes or no.

	Yes	No
1. Can the children identify with the main character?		
2. Is the situation of the story familiar to the children?		
3. Is the setting familiar to the children?		
4. Are the illustrations bright and attractive to children?		
5. Are the illustrations nonsexist?		
6. Are the illustrations of people from different cultural groups?		
7. Are the words interesting and understandable for the children?		
8. Is the action exciting and fun for children?		
9. Is the ending appropriate for the children?		
10. Can the story be read at a single setting?		

Summary of the Story: (Write a short paragraph about the story.)

Student Handout 2

Sample Activity Lesson Plan: Socio-Dramatic Play

Student's Name Rachel Jackson		Date
Activity Pet Store in Dramatic Play Area		Time
Age Range of Children $3\frac{1}{2}-5$	Number of Children	

Activities and goals for children:	Supplies and materials and/or resources needed:
• Become more aware of pets • Become familiar with jobs in a pet store • Play creatively • Participate in cooperative play • Practice language interaction skills	• Stuffed animals: cats birds dogs rabbits • Clean, empty bird, gerbil, or other small animal cages • Empty cardboard boxes for dog or cat pens • Empty boxes of dog, cat ,or gerbil food • Clean, empty dog and cat dishes • Play telephone, money, and cash register • Books about different animals and their care

Procedure:

1. Collect needed materials.

2. Arrange the socio-dramatic play area as a pet store. Place stuffed animals in boxes or beds. Supply empty pet food boxes. Place a cash register on a table with play money, telephone, and note pad for store clerk.

3. Establish a limit of 4-6 children in the socio-dramatic play area at any given time.

4. Interact with the children to stimulate play if needed. Possible idea—say "Ring-a-ling! Hello, pet store? My name is Rachel and I'd like to know if you have any dogs that need a home? Yes, you do? Great! I'll be right over." While playing with the children, discuss and ask questions about animal care and equipment use.

5. At cleanup time, encourage children to assist. "Sam, the stuffed animals belong in this box; Jennifer and Holly, the food boxes and dishes are kept in this paper sack."

6. Thank the children for helping.

Evaluation of Sample Activity Lesson Plan

1. How did the children respond? Explain in detail.

   Immediately Susie and José entered the area. Susie assumed the role of the pet store owner. José bought a dog, dog dish, and food. Sam entered and decided to buy a cat. Jennifer and Holly both wanted the same cat. Conflict developed as they tried to take it out of Sam's hands. As he was pushing Holly, I stepped in and re-directed their play.

2. Your reaction to the activity. Was the activity effective? How did the children respond to the activity?

   Yes, I think the activity was effective. Most of the children talked about their pets. They also talked about the food pets eat and tricks pets can do. Susie liked to be the clerk, selling pets, food, and equipment. At one point all of the "pets" were sold, so I asked some children to bring their animals back. Most children walked over to the area to see what was going on.

3. If you were to repeat the activity what would you do differently?

   I would provide more stuffed animals. I would step in earlier to prevent Sam from pushing.

4. Cooperating teacher's reactions and suggestions for the activity.

   You were well-prepared. The socio-dramatic play area looked inviting. I liked the way you involved the children by asking how much each animal cost. Some of the older children wanted to name the pets. It would be fun to get some paper and allow the children to make name tags for the dogs and make price signs.

Ingrid Larson

Cooperating Teacher's Signature

Student Handout 4

Sample Activity Lesson Plan: Storybook

Student's Name Tong Her		Date
Activity Reading the Book *The Very Busy Spider*		Time
Age Range of Children 4 – 5	Number of Children	

Activities and goals for children	Supplies and materials and/or resources needed:
• Enjoy story time • Know how and why a spider spins a web • Practice listening skills • Practice language interaction skills	• Construction paper spider. • Book—*The Very Busy Spider* by Eric Carle, 1984.

Procedure:

1. Find 3-5 children who would like to hear a story; assemble in the book corner.

2. Have all of the children find a comfortable spot to sit.

3. Introduce the children to a construction paper spider. "Hi, boys and girls. Do you know my name? Yes, I am a spider and I came to your school today to hear the story called *A Very Busy Spider*. Jim is going to let me sit on his lap while he reads the story."

4. Read the story. Turn each page and ask the children to identify the picture of the animal. Let the children join in repeating the words, "But the spider didn't answer. She was very busy spinning her web."

5. Questions when the story is over:

   Name one animal who watched the spider spin her web. How many legs does a spider have? How does a spider spin a web? Why does the spider spin the web?

6. Have the construction paper spider thank the children for listening so well and tell the children that the next day they will get a chance to make their own spider.

Sample Activity Lesson Plan: Art

Student's Name Tong Her		Date
Activity Making Construction Paper Spiders		Time
Age Range of Children 4 – 5	Number of Children	

Activities and goals for children	Supplies and materials and/or resources needed:
• Follow directions • Create own spider • Practice taking turns • Recognize the parts of a spider • Practice eye-hand coordination skills • Practice counting to eight	• Assorted colors of construction paper • Scissors • Crayons • Glue • Tape • Some precut circles and long thin rectangles for legs • 5 or 6 sizes of cardboard circles for children to trace if they choose • Thin elastic • String or yarn to attach to the spider to allow the spider to walk • Encyclopedia with pictures of spiders

Procedure:

1. Prepare all the materials and place on the art table.

2. Tape elastic to the construction paper spider from yesterday's story time and show children how the spider moves as you lift your arm.

3. Before the children begin, ask the children if all spiders are the same size and color. Talk about the difference in the size of a tarantula and a common household spider. Show children pictures of spiders in an encyclopedia. Note how spiders have two circle body parts and eight legs; note the different lengths and shapes of spiders' legs.

4. Tell the children that they can make any size and color of spider that they would like, using the materials on the table.

5. Explain that the children can draw and cut out their own circles or they may trace around one of the cardboard circles to make their spider.

6. If needed, demonstrate how to glue body parts and legs on the spider.

7. Encourage children to decorate their spiders.

8. Tape elastic on finished spiders.

9. Encourage the children to assist in cleaning up before they go on to another activity.

Sample Activity Lesson Plan: Music

Student's Name Michael Brown		Date
Activity Rhythm Sticks—Music		Time
Age Range of Children 4 – 5	Number of Children	

Activity's goals for children	Supplies and materials and/or resources needed:
• Practice following direction • Develop listening skills • Respond to the rhythm	• Words to "Teddy Bear Chant" • Rhythm sticks—two sticks per child

Procedure:

1. Gather rhythm sticks.
2. Gather 6-8 children in circle by joining hands. Release hands.
3. While everyone is standing, introduce the "Teddy Bear Chant" and demonstrate the actions:

   Teddy Bear, Teddy, Bear turn around (child turns body around).
   Teddy Bear, Teddy, Bear touch the ground (touch the floor).
   Teddy Bear, Teddy, Bear show your shoe (hold up foot and shoe).
   Teddy Bear, Teddy, Bear that will do! (shake finger).

4. Have children clap when saying the words "Teddy Bear, Teddy Bear."
5. Have children join in clapping, singing, and repeating the actions.
6. Before passing rhythm sticks to the children, discuss and demonstrate how to gently and safely tap the beat. Show how the sticks should be held when turning around, touching the ground, and touching shoes. State that children must safely use the sticks or they will be asked to put the sticks away.
7. Let the children show how to safely tap the sticks.
8. Sing and do actions.
9. To end the activity, have children chant slowly, repeat the actions, and sit down. Pass a basket around and ask each child to put rhythm sticks in it.

Student Handout 7

Sample Activity Lesson Plan: Block Building

Student's Name Kim Wong		Date
Activity Zoo Play in Block Area		Time
Age Range of Children 3 – 5	Number of Children	

Activity's goals for children	Supplies and materials and/or resources needed:
• Develop eye-hand coordination • Play cooperatively • Practice language interaction skills • Participate in cleanup time	• Blocks on shelves • Assorted zoo animals • Small dishes that could be animal feeders, like old margarine containers • Pencils and paper • Popsicle sticks to use as tree trunks or cage signs

Procedure:

1. Gather materials and start building one or two zoo cages. Place animals inside.
2. Using popsicle sticks as trunks, make two different construction paper trees. Tape each tree to heavy wooden block.
3. Place extra animals, food dishes, paper, and pencils in the block area.
4. Encourage play as needed. Ask the children questions like "Where should we place the giraffe cage?" "Where should we place the water dish for the giraffe?"
5. Encourage the children to add personal touches to the zoo, such as construction paper, hay, or straw which they can make.
6. Encourage children to participate in cleanup time. As the children clean up, make comments about the way in which the children are working together well and doing a nice job.

Sample Activity Lesson Plan: Math

Student's Name Juanita Cruz		Date
Activity Recognizing Geometric Forms		Time
Age Range of Children 3 – 5	Number of Children	

Activity's goals for children:	Supplies and materials and/or resources needed:
• Recognize differences in shapes • Identify the name of shapes • Practice hand-eye coordination • Practice taking turns	• Fishing poles—one pole to share or a pole for each child (Magnent attached to stick that is 12 inches long) • Cut circles, triangles, squares, and rectangles from construction paper. Six of each shape are needed. Place paper clip on each shape. If possible cover shapes with clear contact paper on both sides. • One long piece of yarn

Procedure:

1. Have six children sit in circle on floor.
2. Form a circle using long piece of yarn to outline fishing pond on floor.
3. Spread construction paper shapes inside of yarn circle.
4. Hold up one shape and ask one child to go fishing for a shape that matches or is the same as the one being held up.
5. Let child fish for a shape; then ask the child to name the shape.
6. Hold up another shape. Ask another child to fish for that shape. Continue the game until each child has had a turn.
7. Pass the basket and ask each child to place shapes in it.

Student Handout 9

Sample Activity Lesson Plan: Science

Student's Name Lori Miller		Date
Activity Do All Plants Grow from Seeds?		Time
Age Range of Children 4 – 5	Number of Children	

Activity's goals for children:	Supplies and materials and/or resources needed:
• Observe changes in plant life • Identify plant needs • Practice taking turns • Develop an awareness of plant growth	• 2 or 3 carrot tops and jar lid • Sweet potatotes • Flower cuttings, such as geraniums or carnations • Two clear jars or glasses or, preferably, clear plastic peanut butter jar • Pitcher of water • Toothpicks

Procedure:

1. With a group of children, hold up each item and name it. Ask one child to place the carrot tops in shallow dish or jar lid. Add water to shallow dish. Ask the children what they think will happen to the carrot top in one day, two days, and during the next week.

2. Place toothpicks in sweet potato, root side down. Ask one child to place sweet potato in jar. Ask another child help to pour the water in the jar. What will happen to the sweet potato in one day? Two days? Next week?

3. Have one child put the flowers in the jar. Have another child help pour the water in the jar. Ask the children what they think will happen to the flower in one day, two days, and during the next week. Accept all responses.

4. Place carrot tops, sweet potato, and flower on the table. Encourage the children to look at the plants each day and note changes.

5. Each day observe the plants for changes.

Sample Activity Lesson Plan

Student's Name	Date
Activity	Time
Age Range of Children	Number of Children

Activities and goals for children:	Supplies and materials and/or resources needed:

Procedure:

Student Handout 11

Evaluation of Sample Activity Lesson Plan

1. How did the children respond? Explain in detail.

2. Your reaction to the activity. Was the activity effective? How did the children respond to the activity?

3. If you were to repeat the activity what would you do differently?

4. Cooperating teacher's reactions and suggestions for the activity.

_____

Cooperating Teacher's Signature

*Resources**

Beaty, J. *Skills for Preschool Teachers.*

Bender, M. and R. K. Bender. *Disadvantaged Preschool Children: A Source Book for Teachers.*

Castle, K. *The Infant and Toddler Handbook.*

Debelak, M., J. Herr, and M. Jacobson. *Creative Innovative Classroom Materials for Teaching Young Children.*

Decker, C. *Children: The Early Years.*

Herr, J. *Working with Young Children.*

Herr, J. and J. Libby. *Developing Creative Early Childhood Classroom Materials.*

Marhoefer, P. and L. Vadnais. *Caring for the Developing Child.*

Wilson, L. C. *Infants and Toddlers: Curriculum and Teaching.*

The items listed below can be order from the National Association for the Education of Young Children:

Books

Blakley, B., R. Blau, E.H. Brady, C. Streibert, A. Zavitkovsky, and D. Zavitkovsky. *Activities for School-Age Child Care.*

The Block Book. E.S. Hirsch, ed.

Curriculum Planning for Young Children. J. F. Brown, ed.

Derman-Sparks, L. and the A. B. C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children.*

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. S. Bredekamp, ed.

Jalongo, M. R. *Young Children and Picture Books: Literature From Infancy To Six.*

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Kamii, C. *Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory.*

Lasky, L. and R. Mukerji. *Art: Basic for Young Children.*

Sawyers, J. K. and C. S. Rogers. *Helping Young Children Develop Through Play: A Practical Guide for Parents, Caregivers, and Teachers.*

Setting Up For Infant Care: Guidelines for Centers and Family Day Care Homes. San Fernando Valley Child Care Consortium. Godwin, A. and L. Schrag, co-chairs.

The Significance of the Young Child's Motor Development. G. Engstrom, ed.

Skeen, P., A. P. Garner, and S. Cartwright. *Woodworking for Young Children.*

Souweine, J., S. Crimmins, and C. Mazel. *Mainstreaming: Ideas for Teaching Young Children.*

Sullivan, M. *Feeling Strong, Feeling Free: Movement Exploration for Young Children.*

Understanding the Multicultural Experience in Early Childhood Education. O.N. Saracho and B. Spodek, eds.

Brochures

Good Teaching Practices for 4 and 5 Year Olds.

Toys: Tools for Learning.

Videos

Berlfein, J. *A Classroom with Blocks* (16 min.)

Culture and Education of Young Children (16 min.)

Curriculum for Preschool and Kindergarten (16 min.)

Developmentally Appropriate Practice: Birth through Age 5 (27 min.)

Play and Learning (18 min.)

The following video cassettes are available through interlibrary loan, at no cost from Wisconsin Department of Public Instruction, Division for Library Services, Bureau for Interlibrary Loan and Resource Sharing:

Reading, for the Fun of It (16 min.). VHS/V-643/No.1.

Public Library Services (10 min.). VHS/V-643/No.2.

Choose-A-Book-For-Me (15 min.). VHS/V-643/No. 3.

Picture Books, an Endless Variety (21 min.). VHS/V-643/No.4.

Reading as a Family (19 min.). VHS/V-643/No.5.

Classroom Safety

3 days

Overview
Safe Environment
Analyzing Center Areas
Supervision
Reporting Repairs
Evacuation Procedures
Classroom Interaction
Student Handout
Resources

Course Objective: Describe the assistant child care teacher's role in maintaining a safe environment

Unit 6 Objectives: The student will be able to

- plan a safe day care center environment to prevent accidents and to allow open space.
- explain the importance of constant supervision.
- identify possible classroom and outdoor safety hazards.
- explain the importance of reporting necessary repairs to the director.
- recognize the importance of a well-designed evacuation plan for fire safety.

Overview

Supervision contributes to safety.

Since safety is important, the classroom areas and equipment must be organized appropriately. To ensure safety of children, teachers should be able to view the entire play area from any position in the classroom; and emergency exits should have clear passage.

Supervision contributes to safety. The amount of supervision necessary will depend upon the ages and number of children present. Supervision includes practicing appropriate child guidance techniques, being aware of potential accidents, knowing emergency medical and evacuation procedures, and identifying and eliminating potential hazards in the center and on the playground.

Safe Environment

The staff should identify and eliminate hazards.

Space in a child care center should be arranged so that the staff can easily supervise children. Poorly arranged space can contribute to accidents, poor lighting, limited movement, and limited access to exits. Observation of the entire play area should be possible from any position in the classroom.

Boundaries within the classroom discourage running and encourage small groups of children to play in the areas, thus preventing disciplinary problems. Equipment and shelving can be used as dividers to separate the various learning centers such as block, socio-dramatic play, and others.

Similar types of areas should be placed together within the classroom. Large movement or "noisy areas" such as block building and music should be placed together. Likewise small manipulative and storytelling or "quiet areas" should be placed in close proximity. The art area should be located close to the water source.

Analyzing Center Areas

The staff should continually analyze the classroom areas to identify and eliminate hazards. To do this, the following are recommended:

- Draw a map of the classroom space to help plan room changes. It should be updated regularly and different arrangements should be tried to meet the needs of the children.
- Maintain emergency exit routes and clear passage to ensure children's safety. Also, aisles should be free of toys and furniture.
- Plan an open arrangement of furniture and equipment to provide easy access and avoid congestion. Appropriate amounts of space for each interest area are important. A large amount of space is required in the block area for movement and building; the book area typically needs only a corner which includes sitting space and room for a teacher and a few children.
- Record child behaviors requiring adult intervention on index cards. By reviewing these records, staff can identify problems caused by a poor room arrangement and can make any necessary changes.

Injuries are the result of problems in the environment, a mismatch between a child's abilities and activities and/or a lack of adult supervision.
—Abby Sharpiro Kendrick

Supervision

The amount of supervision needed will vary according to the age, number of children, and room arrangement. In addition, state licensing regulations and the specific type of activity will influence the amount of supervision needed. Continuous supervision of the entire group of children contributes to safety. Children depend upon adults to help them learn safety behaviors. Therefore, assistant child care teachers need to consistently model safety behaviors.

Assistant child care teachers need to consistently model safety behaviors.

Supervision also includes awareness of the environment. Observe the environment from the child's perspective. Get down on your knees and move through the classroom. Observe what a child sees to identify potential hazards that might go unnoticed. Supervision responsibilities include maintaining a constant mental count of the children, their whereabouts, and their activities. This is important in the classroom, on the playground, and on field trips to avoid accidents.

Assistant child care teachers need to be aware of potential causes of center accidents. They include

- children who are hungry, tired, and/or excited.
- caregivers who are worried, preoccupied, or uncommunicative with other staff.
- staff members who socialize while they are responsible for children.
- staff members who are unaware of the children's developmental levels and individual needs.
- adult/child ratios that are not appropriately matched to the activity.

- changes in the routine and/or the environment.
- poorly arranged play spaces.
- improperly stored hazardous materials, such as detergents and cleaning supplies.

The child care staff need to be alert constantly to indoor and outdoor hazards and to check routinely for the following:

Indoor hazards: Small toys that potentially could cause choking, slippery/wet surfaces, broken toys, cluttered floor space, and broken locks on doors. Supplies should be properly used and stored. This includes both cleaning supplies (dishwashing detergent, cleanser, paints) and office supplies (such as rubber cement and correction fluid).

Immediately eliminate or reduce any indoor or outdoor hazard.

Outdoor hazards: broken fences and/or gates, sticks, twigs, stones, uneven ground surface, broken play equipment, sharp edges on equipment, and equipment inappropriate for size of the child. Surfaces can be hazardous when slippery or wet; they are also unsafe if there is a lack of cushioning under slides, swings, and climbers.

Action should be taken immediately to eliminate or reduce any indoor or outdoor hazard. This may include removing a broken toy, replacing a missing nut or bolt, or rearranging a room to curtail inappropriate behavior.

Special consideration and planning are necessary before taking child care center children on field trips. Parental permission slips must be obtained and be on file in the center. For safety purposes, consideration must also be given to weather conditions, mode of travel, and site dangers.

Assistant child care teachers need to be aware of the medical emergency procedures established by the center and required by state licensing laws. Sample guideline procedures might include these steps:

- Immediately apply appropriate first aid when needed.
- React immediately when a serious accident occurs. If a child's life is in danger, contact paramedics. Attempt to contact parent(s) or guardian(s). If parent(s) or guardian(s) cannot be reached, check the child's folder for parental approval of alternate contact and parental emergency consent form.
- Complete the center's accident report form and discuss it with the director. In Wisconsin, as required by state licensing rules and regulations, the director is responsible for filing the report in the center's emergency/accident records.
- Communicate with parent(s) about minor injuries when the child is picked up. Explain how the injury occurred and the child's reaction.

Reporting Repairs

The child care staff need to report broken equipment and facilities that need repairs to the director. Reporting is important to ensure safety.

By reporting repairs to the director, the assistant child care teacher allows for

- the item to be removed or repaired.
- the area to be roped off until removal or repair is possible.
- money to be budgeted for repair or replacement of item.
- lawsuit potential to be reduced.

Evacuation Procedures

Evacuation of the building is necessary for fire, bomb threats, and floods. By Wisconsin law, an evacuation plan is required. The evacuation plan must be posted in each classroom and must include at least two exit routes. Windows and doors can be used as exit routes. Practice evacuation procedures with the children. Some centers do this on a monthly basis.

By Wisconsin law, an evacuation plan is required.

Each time you enter a new classroom, check for exits, fire extinguisher, alarm systems, and other safety items. Remember that the children's safety is a caregiver's main responsibility. If an evacuation is necessary,

- remain calm. If you panic, it will become contagious and the children will react.
- once outdoors, count the children to ensure everyone is out of the building.
- instruct the children to hold hands and encourage them to stay in a group with you by singing songs, telling stories, or using other appropriate activities.
- comfort and reassure children that you will stay with them.

Classroom Interaction: Unit 6

Teacher Involvement	Student Involvement
Safe Day Care Environment	
Discuss the importance of safety when planning classroom arrangements. List the factors that contribute to classroom and outdoor safety. Key points: • Placement of equipment • Supervision • Types of equipment used	Participate in discussions. Key points: • Placement of equipment • Supervision • Types of equipment used
Assign a visit to a local child care center. Analyze the center layout for safety.	Visit the center. Analyze the center layout for safety. Key points to consider: • What are the strengths and weaknesses of the floor plan and room arrangement? • How could the plan be improved?
Alternate assignment: Design a center layout emphasizing a safe environment.	Alternate assignment: Design a layout emphasizing a safe environment.
Take pictures or slides of a variety of classrooms and outdoor play areas. Then share pictures with class. Ask students to identify possible safety hazards. Examples of possible hazards: • Cluttered rooms • Unsafe equipment • Traffic patterns	Identify possible safety hazards.
Analyzing Center Areas	
Discuss types of accidents that might occur in these areas: • Play yards • Hallways • Storage areas • Kitchen • Classrooms • Bathrooms	Identify ways an assistant child care teacher can help prevent center accidents. Examples: • Pick up toys and equipment. • Report and remove broken items. • Return equipment to proper storage area. • Wipe up spills.
Assign an observation of a child care playground and complete observation form. (See student handout on page 127.)	Observe a child care playground and complete observation form.
Supervision	
Ask students to discuss the following questions in small groups. • Why do children need continual supervision? • What preventive maintenance is needed to ensure safety?	Share ideas about children and supervision in small group session. Share small group answers with total group.

Teacher Involvement	Student Involvement
Supervision	
• What are the best locations in a classroom and a play area for supervision? • What body positions are best for supervision purposes?	
Invite a center director or licensing specialist to share the legal implications of managing a safe child care center.	Prepare questions to ask the speaker regarding routine center safety precautions. Sample questions: • How are safety regulations determined? • How is noncompliance of safety regulations reported and handled?
Review section of state licensing requirements related to supervision with the students—HSS 55.33 Physical plant and furnishings (sections 1-11). • How many square feet per child indoors? Outdoors? • What is the minimum allowable inside temperature? • Why must a motor vehicle be available at the center at all times? • Which staff members must know how to use the fire extinguisher? • What does the code say regarding a. cots b. potty chairs c. garbage	Review state licensing requirements.
Ask students to write a paragraph outlining their role in promoting a safe center environment as an assistant child care teacher.	Write a paragraph incorporating ideas from class and other sources.
Reporting Repairs	
Elicit students' ideas for spotting necessary repairs. List ways to correct the problem. Key points: • Temporary solutions—removal or roping off. • Long-term solutions—repair or discard.	Discuss ways to check for items that may need repair. List corrective actions.
Discuss methods of reporting repairs to director. • Written • Verbal	Role play reporting repairs to the director using correct grammar and specific details. Suggested situations: • Broken step on climber • Burned-out light bulb • Clogged sink • Icy sidewalks
When is it important that the director be notified immediately of the need for repairs?	

Teacher Involvement	Student Involvement
Evacuation Procedures Invite a firefighter to discuss fire prevention, evacuation procedures, and the implications for young children.	Prepare questions and participate in discussion. Sample questions: • How should one leave a smoke-filled room? • Should windows be open or closed? • How do you determine if it is safe to leave a room? • What is the correct procedure for reporting a fire? • Is it important when reporting a fire to state that several children are on premises?
List changes that would need to be made in an evacuation plan if a child in the room was physically handicapped with limited mobility. List possible alternatives	Discuss evacuation plan alternatives for physically handicapped child with limited mobility.

Playground Observation

Student's Name	Date
Playground Site	Time

Visit a playground at a child care center, park, or school. Evaluate the playground layout and equipment. Check the box that best describes what you observed. For any item you check "No," use the bottom of the paper and explain why you marked "No."

	Yes	No	Not Observed
1. Can the supervising staff easily view all areas of the playground?			
2. Does the playground have a. grass for group games?			
b. asphalt/cement for play on wet, muddy days?			
c. sand, wood chips, or similar material under climbing equipment?			
3. Are the pieces of play equipment placed with children's safety in mind? For example, children coming down a slide into the middle of the sandbox is not very safe.			
4. Do the pieces of available play equipment encourage children to use their bodies in a variety of ways, such as crawling, climbing, running, and jumping?			
5. Are the toys and equipment safe and in good working condition?			

*Resources**

Bender, M. and R. K. Bender. *Disadvantaged Preschool Children: A Source Book for Teachers.*

Brisbane, H. E. *The Developing Child: Understanding Children and Parenting.*

Conger, F. S. and I. B. Ross. *Child Care Aide Skills.*

Herr, J. *Working with Young Children.*

Lovell, P. and T. Harms, "How Can Playgrounds Be Improved?" *Young Children* 40, 3 (March 1985),pp. 3-5.

Marhoefer, P. E. and L. A. Vadnais. *Caring for the Developing Child.*

Marotz, L., J. Rush, and M. Cross. *Health, Safety and Nutrition for the Young Child.*

Wisconsin Administrative Code, HSS 55, Licensing Rules for Group Day Care Centers. Division of Community Services, Department of Health and Social Services.

The following item can be ordered from the National Association for the Education of Young Children:

Healthy Young Children. A. S. Kendrick, R. Kaufman, and K. P. Messenger, eds.

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Health and First Aid

5 days

Overview
Contagious Diseases and Childhood Illnesses
Prevention
First Aid
CPR and Infant CPR
Center Procedures for Ill Children
Transporting Children
Encouraging Children to Use Safety
Classroom Interaction
Student Handout
Resources

Course Objective: Explain the importance of health and knowledge of first aid in a child care center

Unit 7 Objectives: The student will be able to

- recognize symptoms of contagious diseases and childhood illnesses including typical behavior patterns.
- provide first aid for bumps, bruises, and minor cuts.
- develop CPR and infant CPR skills.
- discuss the liability of transporting children in center-owned vans.
- identify center procedures to use when a child becomes ill.
- explain the importance of sanitary procedures including washing hands, brushing teeth, toileting, and disposing of soiled materials.

Overview

Contagious infectious diseases can spread from one person to another. They may be caused by viruses, bacteria, fungi, or parasites. The most effective way to prevent the spread of illness and disease is to identify the disease and remove ill children from the classroom. Other preventive measures include appropriate hygiene: washing hands, brushing teeth, cleaning up properly after diapering and toileting, and handling food safely.

Using first aid procedures for injury and illness is essential. First aid skills are often needed, especially for minor cuts, scrapes, and bruises; CPR (Cardiopulmonary resuscitation) skill is also necessary. Additionally, the correct procedure for handling ill and injured children must be understood and followed.

Proper transportation procedures should be used. When transporting children, the child care center staff's first consideration should be the children. Children should wear appropriate restraints.

Finally, during their early years, children form lifelong safety attitudes and habits. Modeling safety behaviors and using visual aids are two effective teaching methods.

Contagious Diseases and Childhood Illnesses

Contagious diseases and illnesses usually follow a progression.

Contagious or communicable diseases are infectious diseases that can spread from one person to another. They may be caused by viruses, bacteria, fungi, or parasites. Often illnesses are spread by people who do not look or feel sick. Such illnesses may be spread by body secretions that have come in contact with air, food, or other surfaces. Diseases may be

spread in many ways such as through the respiratory tract via secretions from eyes, nose, and mouth or through direct contact or touching.

Contagious diseases usually follow a progression:

Incubation stage: This includes the time between exposure and the appearance of the first signs (symptoms) of the illness. The length of the incubation period varies with each illness or disease.

Prodromal stage: This is the period when the first nonspecific signs of infection begin; it ends with the appearance of symptoms characteristic of a particular illness. Early symptoms commonly may include headache, low-grade fever, slight sore throat, and/or a general feeling of restlessness.

Acute stage: The person is ill. This is marked by the onset of symptoms typically associated with the specific illness.

Recovery stage: Symptoms gradually disappear and the person is no longer contagious.

Prevention

Preventive measures which may arrest the spread of illness to identify and immediately remove sick children from the room. This requires observing changes in a child's normal appearance and behavior. A child's skin color may be flushed or pale; a child's eyes and body actions may not be typical. Changes in behavior patterns, such as unusual tiredness or loss of appetite, can be indications of impending illness. Such information needs to be shared with staff.

Controlling the environment reduces the incidence of disease.

Controlling the environment also reduces the incidence of disease. Moderate room temperatures and well-ventilated rooms favor prevention. Also, illness is less likely to occur in rooms arranged so that only a few children congregate in a specific area.

Centers should have written policies for the routine cleaning and maintenance of the facility and equipment. These policies specify the type of sanitizing and cleaning agents used, the method recommended, and a schedule for cleaning.

Washing Hands

A handwashing policy should define procedures for personnel and children. Unwashed or improperly washed hands are primary carriers of infections. Hands should be washed as soon as staff members arrive at the center. They should also be washed before eating and handling food; before feeding a child; after diapering or toileting a child; after giving medication; after cleaning; and after wiping noses, mouths, bottoms, and sores.

Brushing Teeth

Children should brush their teeth after they eat snacks and meals. Each child needs to have a toothbrush marked with his or her name; it should be properly stored where it can air dry and not touch others' brushes.

Diapering and Toileting

Specific sanitation procedures are necessary during diapering and toileting to prevent the spread of disease. Use only a specified area for diapering a child, one as far away from the food area as possible. Both the staff person and the child should wash their hands after each changing. Diapers should be properly disposed of or rinsed and wrapped immediately.

Handling Food

Improper handling of food is another way in which diseases are spread. To ensure proper food handling,

- always wash hands before and after handling food.
- do not allow children to share food, such as licking the same frozen fruit bar or putting two spoons in the same serving container.
- keep food and food utensils separate from classroom items.

First Aid

Part of an assistant child care teacher's responsibility includes ensuring the health and safety of children. First aid is the immediate care of persons who are injured or ill. All staff must be trained and currently certified in first aid.

Minor Cuts and Scrapes

All staff must be trained and currently certified in first aid.

Simple cuts, scrapes, and abrasions are among the most common types of injury for young children. First aid is concerned mainly with the control of bleeding and the prevention of infection.

To care for a child in this situation, take these steps:

- Wash hands thoroughly before caring for the wound. If the child is bleeding, apply direct pressure on the wound with sterile pad.
- When the bleeding has been stopped, carefully clean wound with soap and water or other appropriate cleansing agents.
- Cover the wound with a sterile bandage.
- Complete the center incident report after accident.

- Inform the parents when they come to pick up child.

Bruises

Bruises are often caused by falls, bumps, or blows. First aid is used to control subsurface bleeding and swelling. For minor bruises, apply ice or cold packs to the bruised area for 15 to 30 minutes; repeat 3 to 4 times in next 24 hours. For severe bruises or abnormal swelling, or when the bruises or swelling are located around the head and neck area, parents should be contacted immediately.

Emergency First Aid

Medical emergencies can occur in a preschool classroom. Emergency first aid is the immediate care of persons who are injured or ill. All staff must be trained in first-aid procedures. These are some general first aid instructions:

Medical emergencies can occur in a preschool classroom.

- Take all complaints of illness or injury seriously.
- Keep calm and notify the head teacher or director immediately.
- Continuously reassure child.
- Handle first aid emergencies in this order:
  1. Check the child's breathing.
  2. Stop any bleeding.
  3. Treat for shock.
- Do not move child if an injury to the back or neck is suspected.
- If a child needs a medical professional, contact the parent or guardian. If parent or guardian cannot be contacted, try other numbers on the emergency card. Then check child's emergency card for name of physician, hospital preference, and any additional instructions.
- As soon as possible following the accident, complete the center incident report. If the child needs to see a physician, a more detailed accident/illness report must be completed for center files.

CPR and Infant CPR

CPR and Infant CPR skills are important lifesaving techniques. **A certified instructor must teach these skills**. Make arrangements for the high school students to complete this requirement. Suggested sources of certified instructors are the fire department, police station, hospital, or school personnel such as a nurse or physical education teacher.

CPR and infant CPR are important lifesaving techniques.

Center Procedures for Ill Children

Center procedures concerning ill children are regulated by the Wisconsin Administrative Code (HSS 55.34 (6)).

The director is responsible for overseeing and implementing all health policies and procedures in the program. Staff need to promptly notify the director of illnesses or accidents.

Transporting Children

Motor vehicle accidents represent one of the greatest threats to a child's life. Whenever motor vehicles are used to transport children, special safety measures are necessary. The driver must assume responsibility for the safety of the passengers and must have a valid operator's license. Children need to be properly fastened in safety seats or belts. Transportation of children is regulated by the Wisconsin Administrative Code (HSS 55.09).

Whenever motor vehicles are used to transport children, special safety measures are necessary.

When transporting children, the center staff will find the procedures helpful to ensure a safe trip:

- A signed trip authorization form must be on file for each child.
- One adult other than the driver should be responsible for enforcing safety rules. Children need to be told what the rules are.
- All children and adults need to be appropriately restrained and/or wearing safety belts. Each child should have an individual belt.
- Passengers ride politely; fighting cannot be allowed.
- Seat belt should be placed across the hips, not the stomach.
- Everyone should remain buckled until given permission to unbuckle.
- Children should be required to keep all parts of their bodies inside the vehicle.
- Children should never be left unattended in a vehicle.
- During travel time, discuss rules for safe riding as needed and keep children occupied with activities like songs and finger plays.

Children form lifelong safety attitudes and habits.

A seat belt that is inappropriate for the child will not adequately protect the child from accidents. Therefore, care must be taken to match individuals to the appropriate restraint.

- When transporting infants, use only an infant safety seat specifically designed for birth to 20 pounds. Infants should be positioned facing the rear of the vehicle.
- Toddler safety seats should be used only by children weighing 20 to 50 pounds who can sit up by themselves. Place the seat in an upright position, facing forward.
- Safety belts are for children too tall or too heavy for safety seats. Fasten the lap belt across the child's hips. Use the shoulder belt only if it does not cross the child's face or neck.

Encouraging Children to Use Safety

During the early years, children form lifelong safety attitudes and habits; therefore this is an important time to learn about safety. Modeling of behavior and using visual aids are two effective teaching methods.

When you view yourself as a participant rather than a performer, you can relax and concentrate on the activity, not yourself.
—Mary Renck Jalongo

Modeling behavior

Adult behavior, attitudes, and appearance all affect children's learning. Therefore, children need to observe adults also brushing their teeth, washing their hands, handling equipment and materials properly, and using seat belts.

Visual Aids

Posters or bulletin boards visually remind children of classroom safety and routines. These visual aids can show a child wiping up spills, putting away toys, walking instead of running in the classroom, and other important behaviors.

Classroom Interaction: Unit 7

Teacher Involvement	Student Involvement
Contagious Diseases and Childhood Illnesses	
Discuss ways infection and diseases are spread. Key points: Person to Person. • Sneezing/coughing (mouth) • Unclean hands • Disposal of soiled tissues Food Sources. • Improper storage or cleaning. • Improper preparation. Toileting/Diapering.	Participate in discussion. Key points: Person to Person. • Sneezing/coughing (mouth) • Unclean hands • Disposal of soiled tissues Food Sources. • Improper storage or cleaning • Improper preparation Toileting/Diapering.
Create a list of common diseases and illnesses with class. Discuss the symptoms. (See handout Common Infectious Diseases, on page 139.) Key points to consider: • Symptoms • Incubation period • Duration of contagion • Preventive measures	Formulate list and discuss each disease and illness. (See handout Common Infectious Diseases, on page 139.) Key points to consider: • Symptons • Incubation period • Duration of contagion • Preventive measures
Contact local health department, clinic, and school nurse to determine which diseases must be reported.	Each group will report findings.
Preventive Measures	
Discuss what measures may be taken to prevent the spread of infections. Key points to consider: • Food handling • Handwashing • Environmental controls • Observation of children	In small group, discuss examples of methods to prevent the spread of illness and disease in child care centers.
Invite a child care provider to speak about his or her responsibilities in preventing illness and disease.	Outline questions for speaker relating to materials already studied. • What illnesses are most prevalent in centers? • What methods are used to prevent the spreading of these illnesses?
First Aid for Bumps, Bruises, and Minor Cuts	
Invite a certified first aid instructor to speak on common first aid procedures. Ask speaker to address proper care for • Bumps • Bruises • Minor cuts • Control of swelling.	Interact with speaker.

Teacher Involvement	Student Involvement
Display a first aid kit containing all recommended supplies. Discuss each item with class, its purpose, and usage.	Explore the materials and participate in the discussion.
CPR and Infant CPR Skills	
Explain that individual arrangements need to be made to meet the training requirement. Make arrangements so that students meet the training requirement.	Participate in CPR and infant CPR training.
Center Procedures for Ill Children	
Discuss state licensing requirements for ill children. (Wisconsin State Administrative Code HSS 55.34(6)). Points to cover: • Determine potential illness. • Isolate from other children. • Contact parents. • Medication (only with written parental authorization).	Participate in discussion.
Identify reasons for center policies and procedures concerning ill or injured children.	Identify reasons for center procedures.
Transporting Children	
Review main points of state requirements concerning transportation of children. (Wisconsin State Administrative Code - HSS 55.09). Key point: • Authorization (permission) slips List safety precautions: • Proper seat restraints • Locked doors • Additional adult other than driver • Equipped with first aid kit	Note main points. Key point: • Authorization (permission) slips Develop list of safety precautions. • Proper seat restraints • Locked doors • Additional adult other than driver • Equipped with first aid kit
Explain reasons for permission slips. Key points: • Liability • Communication with parents	Participate in discussion.
Discuss types of restraints needed in transporting children. Key points: • Infants • Toddlers • Safety belts	Participate in discussion. Key points: • Infants • Toddlers • Safety belts
Assign research on the types of restraints commonly used for children of various ages and weights. Have students write a summary of their findings.	Research types of restraints and write summary of findings.

Teacher Involvement	Student Involvement
Encouraging Children to Use Safety	
Describe ways to encourage children to act safely. Key points: • Modeling safe behaviors • Posters • Bulletin boards Socio-dramatic play: • Practice situations such as buckling up in pretend vehicles and keeping hands inside car. Resource people: • Police • Firefighter • Nurse	Give examples of how an assistant child care teacher can foster safe practices.
Have students design and make a poster that would encourage children to practice an aspect of safety.	Make a poster suitable to hang in a child care environment to encourage safety. Examples: play habits, handwashing, walking indoors instead of running.

Common Infectious Diseases

Diseases/Symptoms	Incubation Period	Duration	Preventive Measures
Chicken Pox Aching muscles and fever. Small blister-like pimples appear on which scabs later form.	14-21 days	Normally 6 days after outbreak.	None. There is a natural immunity after recovery from the disease.
Common Cold Runny nose, sneezing, coughing; child may have watery eyes, be listless, may attend school if no fever.	1-2 days	Varies	Handwashing, good hygiene. When coughing or sneezing, keep mouth covered, preferably with a cleansing tissue.
Herpes, Oral (cold sores) Blisters in mouth, on lips, or near mouth. First open, then develop dark crust. Once a person has had herpes, may reappear often. No need to exclude from school.	Usually 2-12 days.	Variable	Good hygiene; avoid contact with an open sore.
Impetigo Blisters on skin that open, then develop yellowish crust. Child may attend school if under treatment and if sores are covered with sterile dressing.	Variable	Most contagious first 24 hours after sores appear.	Handwashing with soap, good hygiene, clean fingernails; avoid direct contact.
Influenza (Haemophlius) H Flu Type B Headache, sore throat, accompanied by fever. Child may return to school when temperature is normal.	1-3 days	Varies	A vaccine is available; usually used with children only if they are suffering a chronic illness.
Measles, German (Rubella) Slight fever, swollen glands behind ears and on neck. Flat redish-pink rash on the head and/or body. Rash does not itch.	12-21 days	4-5 days duration	Immunization available; required for children before they start school. (Women of childbearing age who have not had German measles should be vaccinated against it. The disease can cause birth defects.)

Diseases/Symptoms	Incubation Period	Duration	Preventive Measures
MEASLES (RUBEOLA) Fever, cough, runny nose, followed by rash in 4 days. Eyes may be very red. Rash usually starts on some part of face and spreads downward. Minature pimples may appear in mouth prior to out break.	7-14 days; usually 9-11.	Usually 7-8 days or until rash is gone.	Vaccine available. Required before starting school.
MUMPS Headache, fever, sometimes irritation in the mouth; the salivary glands between ear and chin swell painfully.	11-26 days; usually 17-19	Until the swelling is gone.	Natural immunity when young and after having disease. Shots available if exposure is important for a particular individual.
PINKEYE Eyes are red, inner lids may be very red; eyelids may have slight discharge, and may become encrusted. Allergic conjunctivitis is similar in appearance, but is not contagious. (When in doubt, contact a physican.)	1-3 days.	2-5 days	Good hygiene, handwashing with soap.
RINGWORM Flat, scaly spots on skin, usually in circular shape but may be irregular. May have raised borders around them. Borders may be slightly red. May attend school if all spots covered.	1-10 days (skin); 10-20 days (scalp).	Varies	Good hygiene; avoid contact with affected area.
SCABIES Tiny red bumps or blisters, severe itching. May return to school if under physician's care for the infection.	First time, 1 month; reinfection, 2-5 days	Varies	Avoid close contact with someone who is infected.
STREP THROAT Headache, nausea, fever, extreme soreness in the throat.	1-7 days, usually 2-5.	7-10 days, until all symptoms are gone.	None. Antibiotics given after exposure.

*Resources**

Child Care. III. Rev. ed. Stillwater, OK: Vocational Home Economic Education. 1982.

Herr, J. *Working with Young Children.*

Marhoefer, P. A. and L. A. Vadnais. *Caring for the Developing Child.*

Marotz, L. et al. *Health, Safety and Nutrition for the Young Child.*

Wisconsin Administrate Code, HSS 55, Licensing Rules for Group Day Care Centers. Division of Community Services, Department of Health and Social Services.

The following items can be ordered from the National Association for the Education of Young Children:

Book

Healthy Young Children. A. S. Kendrick, et al, eds.

Brochure

Keeping Healthy: Parents, Teachers and Children.

Curriculum Packet

We Love You—Buckle Up.

Resource Guide

Child Care Center Diseases and Sick Child Care.

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Meals and Snacks

2 - 3 days

Overview
Planning Menus
Special Considerations
Fostering Positive Eating Habits
Involving the Children
Classroom Interaction
Student Handouts
Resources

Course Objective: Explain the importance of guiding children during snacks and mealtime experiences

Unit 8 Objectives: The student will be able to

- explain how independent eating habits can be fostered at mealtime.
- describe appropriate table manners for children.
- describe family service, listing tasks children can assist with at meal and snack times.
- identify foods that could cause children to choke.
- explain the importance of not touching other people's food or using other children's utensils.
- recognize the importance of planning menus.

Overview

Eating is a sensory, emotional, and social learning experience.

Most children enjoy nutritious foods if they are provided. By following USDA recommendations when planning breakfast, lunch/dinner, and snack menus, caregivers insure that children receive proper nutrients and serving sizes. Meals should be made appealing with a variety of colors, flavors, and textures; and menus should include both new foods as well as favorite foods. Remember that children enjoy foods that are common in their cultural and ethnic backgrounds.

Eating is a sensory, emotional, and social learning experience. A pleasant, relaxed atmosphere with child-size utensils, tables, and chairs will help foster good habits. The best time to develop good eating habits is at an early age. Children learn more quickly if the teacher models appropriate habits. Finally, children enjoy helping with the preparation of food and setting and cleaning the table.

Planning Menus

Children are generally curious about what they eat.

Most children enjoy eating and will consume nutritious foods if they are provided. Children are generally curious about what they eat. The tastes, textures, and shapes of foods are intriguing to them. Mashing, squeezing, and playing with foods is a common and natural part of learning for young children.

A well-balanced diet is vital to ensure proper growth and health; food is necessary for children's physical and intellectual development. Poor nutrition contributes to low resistance to colds and infection, poor muscle tone, unhealthy skin, weight problems, stunted growth, soft bones, poor teeth and gums, and easily bruised skin. Mental performance can also be

affected by a poor diet: A hungry child also may have difficulty concentrating.

During the preschool years, it is common for eating patterns and habits to change. Sudden food likes and dislikes appear and appetites vary from child to child. Changes occur as a child progresses through different stages of development. During slower growth periods, the child may eat less. Being over-tired or excited, being in a strange setting, or having the regular routine interrupted may contribute to changes in appetite.

The following nutrients are essential for healthy development:

- proteins for body growth and repair
- vitamins and minerals for growth and body functioning
- fats and carbohydrates for sources of energy
- water for regulating body temperature, transporting nutrients to cells, and removing waste products

A good menu is nutritious and appealing.

Since the primary function of a menu is to meet the nutritional needs of children, the basic food groups should be used in planning the menu. Minimum serving sizes are determined by the child's age. The handout, "Child Care Programs: Meal Pattern Requirements," gives serving sizes as established by the USDA (United States Department of Agriculture).

Breakfast

A typical breakfast menu which ensures minimum nutritional requirements includes whole grain, enriched bread or substitute, fruit or vegetables or their juices, and milk.

Snacks

Children enjoy snacking. Since children's stomachs are smaller than those of adults, they need to eat three meals and two to three snacks a day to ensure proper nutrition. A healthy snack should contribute significantly to a child's daily food needs. It should consist of foods low in sugar, salt, and fat; and it should be scheduled so as not to affect the child's appetite for meals.

Foods offered as special treats may cause children to attach more value to them.
—Cosby S. Rogers

When planning a snack, a child care provider should review daily menus to avoid repeating foods and, whenever possible, coordinate the snack with a classroom activity. Snack time offers a good opportunity to introduce new, nutritious foods. Also, remember that children enjoy being involved in the planning and preparation of snacks

Two of the following foods should be included in a minimum nutritional snack: whole grain or enriched bread or substitute, milk, meat or meat substitute, and pure fruit or vegetable juice or fruit or a vegetable.

Lunch

For children in full-day programs, two-thirds of the daily diet requirements should be provided by the center. Attention must be given to food

served for lunch. The menus should be simple and contain only a few choices.

Minimum lunch requirements include meat or meat substitute, two or more fruits and/or vegetables, whole grain or enriched bread or substitute, and milk.

A good menu is nutritious and appealing. Since children use the five senses to interpret their environment, color, flavor, texture, and shape influence their food choices. Sensory stimulants to consider include the following qualities:

- Color—use a variety of colors.
- Flavor—be aware of strong or mild taste and sweet or sour properties.
- Texture—alternate between crisp and soft foods.
- Shape—provide round shapes, cubers, strings, and other shapes.
- Temperature—offer both hot and cold foods.

Introduce only one new food at a time and serve it along with familiar foods. To encourage the children to try the new foods, talk about taste, color, and texture. Also, remember to model eating the food. If a child rejects a food after being encouraged to taste a small portion, be accepting and try the food again in a few weeks.

The children's cultural and ethnic backgrounds also need to be considered when planning menus. Including ethnic foods in the menu encourages meal variety, increased parental participation, and an understanding of others and acceptance of foods that are unfamiliar.

Introduce the food as a sampling of what some individuals in a particular culture might eat. For example, families recently from Mexico may not eat the same foods as third-generation Mexican-Americans. Also include in your menu foods that children would regularly eat at home.

Special Considerations

Allergies

Identify children's food allergies.

Children's food allergies need to be identified. Common foods that may cause allergic reactions in some children include milk, cereal grains, eggs, shellfish, nuts, fresh fruit juice, chocolate, and food additives.

Information on foods that cause allergic reactions in a child should be included in the forms a parent completes when enrolling the child in the center. It is important to check these records.

Choking

Safety must be a consideration in menu planning. Children under the age of three are susceptible to choking on foods that may become lodged in the throat or lungs. Nuts, popcorn, whole grapes, hot dogs cut into chucks less than ½ inch, and carrot or celery sticks or chunks are frequently cited

as problems. Carrots and celery can be eaten if shredded, cooked, or thinly sliced.

A child can and should be taught how to prevent choking while eating. Some rules that children can learn include staying seated while eating, always taking small bites, chewing all food thoroughly, swallowing what is in the mouth before taking another bite, and not laughing or talking with food in the mouth. Also, since peanut butter is a dry, sticky substance, it should be used with caution. It should be applied sparingly on crackers and bread and served with plenty of fluids.

Fostering Positive Eating Habits

Eating is a sensory, emotional, and social learning experience. The best time to develop good food habits is during the preschool years. The children might be motivated to try new foods if the classroom themes and the introduction of the unfamiliar foods are linked. For example, try a new food that is associated with an upcoming event or holiday. A food related activity, such as planting a garden or going on a field trip to a farm or a grocery store, provides another good time to introduce a new food. Children also may enjoy a tasting party or a cooking experience.

Children enjoy a tasting party or a cooking experience.

Table Arrangement

Tables used in preschool classrooms should have a plastic laminate top to allow for sanitary cleanup. Adequate table space and enough chairs should be provided for all children and adults to be comfortably seated. The arrangement of tables should allow caregivers to view other tables in the event that one adult might leave to assist a child or get additional food. Proper tools for the cleanup of inevitable spills should be convenient.

Atmosphere

A pleasant, relaxed atmosphere is important for successful mealtimes and the classroom should be free from distractions during meals and snacks. Child-sized furniture allows children to sit comfortably while eating.

A pleasant relaxing atmosphere is important.

The child care center staff should try to avoid conflicts over how much to eat or about a refusal to eat. Children often rebel if forced to eat. Children may have "food jags," asking for the same food day after day and then suddenly refusing to eat it. Food should not be used as a reward, pacifier, or punishment. This places an undue emphasis on food and leads to the formation of poor eating habits.

Teacher Modeling

Teachers foster good eating habits.

Teachers foster good eating habits by modeling appropriate behaviors and attitudes. Teachers should encourage children to eat foods from different food groups. The teacher may also guide the conversation to topics like classroom experiences; plans for future activities; the origin, color, and taste of foods served; and daily classroom experiences.

Acceptable table manners should also be modeled by teachers. Manners develop slowly, are learned by watching adults, and differ with age. Nagging about table manners makes everyone tense. It is more effective to praise the behaviors that are positive than to criticize or nag.

During eating times, the teacher can also discuss the importance of taking the food one touches, using one's own utensils, and covering one's mouth when coughing. Good eating habits are fostered when there are a few simple rules for meal or snack time.

Involving the Children

Children feel a sense of accomplishment when they assist in mealtime preparation. Depending on age and ability, the children can help prepare foods, set the table, serve themselves, and clear and wipe the tables.

Child-sized serving bowls and pitchers should be provided. When children experience family style service, they learn independence and decision-making. Children like to make choices about foods they eat. Choosing between two vegetables may encourage the child to eat a vegetable that he or she might not have tried.

Cooking Experiences

Manners differ with age. Cooperation and understanding are necessary between staff members.

Cooking experiences can foster children's independence, cognitive development, and attitude toward food. For example, the children can observe and assist in the preparation of food. They can learn the names of pots and pans, kitchen utensils, ingredients, and processes like stirring, grinding, or beating. Then, children can talk about what they see, hear, and/or smell. Some conversation starter questions are "Tell me what is happening now?" "What will we do next?" Picture/word recipes can be used to teach children preparation steps.

Successful cooking experiences will be carefully organized. Give children background information about the foods that they are using. Have all the materials assembled before the activity begins. Emphasize the need to cook with clean hands and the reasons for following other sanitary procedures (not sneezing or coughing into the food).

Teacher Involvement	Student Involvement
Planning Menus Discuss nutritional needs. Key points: • Body use of nutrients from food eaten • Need for protein, vitamins, minerals, water, fats, and carbohydrates • Poor nutrition causes a variety of problems	Participate in discussion.
Review the four food groups.	Give examples of foods that belong in each of the four food groups.
Using "Child Care Programs: Meal Pattern Requirements handout," discuss USDA food requirements and serving sizes.	Participate in discussion and note important facts.
Plan menus for children of different ages for • snacks. • breakfast. • lunch or supper.	In small groups develop menus for children of diferent ages for • snacks. • breakfast. • lunch or supper.
Invite students to share examples of what makes a meal appealing to them. Key points: • Color • Flavor • Texture • Shape • Temperature	Give examples of what makes a meal appealing.
Discuss how children's ideas of what makes a meal appealing might differ from adults.	Discuss how children's ideas of what makes a meal appealing might differ from an adults. Why?
Brainstorm methods of introducing new foods to a group of children.	Give examples of ways to introduce new foods.
Discuss importance of including cultural and ethnic variety in center menus.	Participate in discussion.
Have students develop a two-day menu for breakfasts, snacks, and lunches.	Develop a two-day breakfast, snack, and lunch menu.
Special Considerations	
Discuss special considerations related to foods. Key points: • Food allergies • Choking • Food size	Participate in discussion.

Teacher Involvement	Student Involvement
Fostering Positive Eating Habits	
Explain the importance of developing positive eating habits.	Participate in discussion focusing on methods assistant child care teachers can use to promote positive eating habits with children.
Discuss the importance of providing child-size serving dishes and utensils.	Participate in discussion.
Develop a set of rules for meal or snack time.	Develop rules for meal or snack time.
Child Involvement	
Brainstorm ways children can be involved with • Meal preparation. • Meal serving. • Cleanup.	Participate and give examples.
Discuss what is meant by family service. How can family service foster independence?	Participate in discussion.
Plan a cooking experience to be used as a snack. Develop a picture-word recipe to use with it.	Contribute in planning.
Have students develop a picture-word recipe that can be used with children.	Develop a picture-word recipe and describe in writing how it would be used.
Table Manners	
Discuss appropriate table manners for children.	Participate in discussion.
List possible ways to teach children table manners.	List.

Child Care Food Program: Meal Pattern Requirements

	Children 1 and 2 Years	Children 3 – 5 Years	Children 6–12 Years
Breakfast			
Milk, fluid	½ cup	¾ cup	1 cup
Juice or fruit or vegetable	¼ cup	½ cup	½ cup
Bread (enriched or whole grain) and/or	½ slice	½ slice	1 slice
cereal: cold, dry or	¼ cup	½ cup	cup***
hot, cooked	¼ cup	¼ cup	¼ cup
Midmorning or Midafternoon Snack (supplement) (select 2 of these 4 components)			
Milk, fluid	½ cup	½ cup	1 cup
Meat or meat alternative	½ oz.	½ oz.	1 oz.
Juice or fruit or vegetable	½ cup	½ cup	cup
Bread (enriched or whole grain) and/or	½ slice	½ slice	1 slice
cereal: cold, dry or	¼ cup*	½ cup**	cup***
hot, cooked	¼ cup	¼ cup	¼ cup
Lunch or Supper			
Milk, fluid	½ cup	3/4 cup	1 cup
Meat or meat alternative	1 oz.	1½ oz.	2 oz.
Meat, poultry, or fish, cooked (lean meat without bone)			
Cheese	1 oz.	1½ oz.	2 oz.
Egg	1	1	1
Cooked, dried beans or peas	¼ cup	3/8 cup	¼ cup
Peanut butter	2 tbsp.	3 tbsp.	4 tbsp.
Vegetable and/or fruit (2 or more)	¼ cup	½ cup	cup
Bread or bread alternative, enriched grain or whole grain	½ slice	½ slice	1 slice

* ¼ cup (volume) or 1/3 oz. (weight) whichever is less
** ½ cup (volume) or 1/2 oz. (weight) whichever is less
*** ¾ cup (volume) or 1 oz. (weight) whichever is less

*Resources**

Brisbane, H.E. *The Developing Child: Understanding Children and Parenting.*

Herr, J. *Working with Young Children.*

Herr, J. and W. Morse. "Food for Thought: Nutrition Education for Young Children," *Young Children* (November 1982), pp.3-17.

Marhoefer, P.E. and L.A. Vadnais. *Caring for the Developing Child.*

Marotz, L. et al. *Health, Safety, and Nutrition For the Young Child.*

The following items can be ordered from the National Association for the Education of Young Children:

Books

Healthy Young Children. A. S. Kendrick, et al. eds.

Wanamaker, N.K. and S. Richatz. *More than Graham Crackers: Nutrition Education and Food Preparation with Young Children.*

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Center Relationships

4 days

Overview
Maintaining Staff Relationships
Working with Parents
Working with Volunteers
Dealing with Stress
Classroom Interaction
Resources

Course Objective: Describe the importance of maintaining positive relationships with staff, parents, and volunteers

Unit 9 Objectives: The student will be able to

- list positive behaviors that would foster cooperative relationships with staff.
- identify ways of supporting the director and head child care teacher.
- describe ways of initiating positive parental contacts.
- explain how to make volunteers feel accepted and needed in the center.
- identify possible stressors present in a child care center environment.
- list ways of positively managing stress in the role of the assistant child care teacher.

Overview

Since center relationships affect the quality of the program, cooperation and understanding are necessary between center staff members. Child care staff need to have good interpersonal skills.

Working in a child care center requires knowing one's responsibilities and maintaining a positive job attitude. Working with parents and being interested in their children are important facets of center relations. This interest can be conveyed through one-on-one contact, individualized notes, telephone calls, newsletters, bulletin boards, and visits.

Volunteers are very helpful in a center. They need to feel welcome and be given a variety of responsibilities so that they may contribute effectively. An important consideration in any human service job is stress and how an individual deals with it. Because of the nature of child care, "burn-out" can occur. Therefore, the individual worker needs to recognize stressors and learn appropriate ways to alleviate them.

Maintaining Staff Relationships

Teamwork is enhanced by effective communication.

For a center to run smoothly, cooperation and understanding among the staff are essential. Teamwork is enhanced by effective communication and good verbal and nonverbal communication skills. A unified attitude fosters a healthy and happy environment for both children and adults.

Working successfully in a center requires sharing ideas and giving support whenever possible. This means cooperating with other staff members as they perform their individual roles.

Staff relationships are enhanced by these behaviors:

- arriving at work on time
- listening carefully and following instructions
- accepting and acting upon suggestions and criticisms
- admitting mistakes
- completing assigned tasks willingly
- continuing to learn about child development
- learning to use community resources to benefit the program
- supporting director and teacher in decisions and policies
- helping to achieve center goals

Working with Parents

Positive parent-teacher relationships are based on mutual understanding. The initial contact between parent and assistant child care teacher is important. First impressions are influential. Assistant child care teachers can enhance relationships with parents by demonstrating an interest in their children.

First impressions are influential.

This interest can be conveyed in the following ways:

- informing the parents about their children's activities and interactions
- listening to the parents' thoughts, feelings, and requests for information
- treating the parents courteously and with respect
- showing an interest in the child's welfare
- knowing when to refer parents to other staff members

The brief, routine contacts between parents and caregivers at arrival and departure times are the chief building blocks in a relationship. These contacts need to be positive, personal, informed, and focused on the child.

Individualized Notes. Parents enjoy receiving short, positive notes. These messages should be individualized for each child, stating the child's name, date, and a description of child's activities, successes, and other significant information.

Telephone Calls. Telephone calls should be reserved for either positive reports or emergencies. A parent must be called when a child is ill or injured. News of a child's misbehavior is seldom an emergency. A face-to-face meeting is always better for talking about behavior problems, because it allows for sensitivity to the other person's reactions and feelings.

Encourage parents to visit the center.

Newsletters/Parent Letters. Newsletters or parent letters may be sent out weekly, bimonthly, or monthly. Through newsletters, parents can learn about events that are planned for the children, menus, highlights of the upcoming week, birthdays, and other center events, changes, or policies.

Parent Visits and/or Open House. Encourage parents to visit the center. This allows parents a firsthand view of what their children's days are like and gives them opportunity to ask questions.

When informally discussing a child with his or her parent, consider the parent's experiences. Conversations should be meaningful and nonthreatening. Successful conversations occur more frequently when a staff member tries to understand the parents' attitudes and values, as well as their needs and perceptions of the program.

A staff member should also listen attentively and ask questions to clarify anything that might be misunderstood.

Working with Volunteers

Volunteers can be very helpful in a child care program. They may come in regularly and carry out duties similar to those of an assistant child care teacher, or they may come for special purposes. Volunteers can contribute needed services such as preparing snacks, working with children on special days, or cleaning and repairing equipment and toys.

Volunteers may be parents, grandparents, or other relatives; high school or college students; or people from the community. For volunteers to be effective, someone must be responsible for giving them adequate directions and an understanding of children's behaviors. Volunteers should have some knowledge about how children learn and what children need to learn. Much of this background information can be provided at a center orientation meeting.

Wisconsin Administrative Code (HSS 55.32(2)(A)) requires four hours of center orientation for volunteers. This meeting should also cover these topics (as outlined by the State of Wisconsin Administrative Code):

- center policies
- training in emergency procedures, including first aid
- job responsibilities as outlined in the job description
- training in the recognition of childhood illnesses
- schedule of activities
- review of child abuse and neglect laws

When a volunteer arrives at the center for the first day of work, he or she should be greeted by name and given a place to hang a coat and to place personal items. The volunteer should then be reoriented to the center and the center's routine. To assure a smooth transition, the volunteer should be given a list of responsibilities and/or tasks to be performed. Remember, these individuals are sharing their time, energy, and talents with the children and the center staff. A simple "thank you" or praise for a job well done will be appreciated.

Dealing with Stress

Assistant child care teachers must be healthy in order to maintain energy, vitality, and enthusiasm for their work. Stamina is required to work for long hours with children. To prevent "burn-out," a healthy balance between work and leisure is essential. Teachers need to cultivate interests and to participate in leisure activities outside of teaching hours.

Stressors in child care centers include the nature of the work itself. Close personal relationships with young children, who have many needs and require constant attention, are often a drain on a teacher's energy. Another stressor is the actual working conditions. Centers may have a low budget, limited supplies, and a high child/staff ratio. Finally, low pay, lack of benefits, and low status become discouraging.

Positive and healthy organizational climates are characterized by high energy, openness, trust, a collective sense of efficacy, and a shared vision.
—Paula Jorde-Bloom

Symptoms of stress may include a reluctance to go to work; a high sense of failure; feelings of anger, resentment, or guilt; negativism; fatigue; sleeplessness; absenteeism; and increased susceptibility to illness. Watch for signs of stress and attempt to reduce the impact of stressful events whenever possible.

These are ways to positively manage stress:

Recognize stressors. Stress results when demands are greater than a person's resources. An important step in managing stress is to recognize sources of stress and then take steps to eliminate or reduce them.

Manage time. This involves making a "to-do" list and prioritizing tasks, recognizing which tasks are urgent and which can wait. It also means setting goals and making steady progress towards them. "Pace" yourself during the day by taking on only a realistic amount of work and working steadily.

Develop a support system. Form friendships with people both in and out of the child care field. Friends in the field are good to share common experiences with and for identification. Friends outside the field are also important, because they demand that your perceptions stay varied.

Use personal time. Avoid mixing professional and personal life; make certain to set aside personal time daily. Also, exercise and a balanced diet keep the body healthy and alleviate stress.

Maintain a sense of humor. The ability to see the humorous side of a situation and to laugh at oneself is a valuable asset. Laughter helps to relieve tension.

Learn relaxation skills. Literally hundreds of ways to relax exist: alternate muscle tension and relaxation, breathing exercises, musical interludes, and massage are just a few.

Develop communication skills. Effective communication eliminates roadblocks and helps foster a positive work environment. Learn to listen actively to achieve mutual understanding. Try to understand and acknowledge a speaker's message. Initiate conversations with the head teacher if questions arise. It is important to continually clarify expectations and responsibilities inherent in the assistant child care teacher role.

Learn to approach problems in functional rather than dysfunctional ways. For example, learn to accept problems as they are rather than deny that they exist. Approaching problems in a positive, solution-oriented manner is more effective than assigning blame. Staff members, all of whom have unique abilities and views, must learn to be accepting and appreciative of differences in people. In making a commitment to quality child care, a teacher has to remain flexible.

Teacher Involvement	Student Involvement
Maintaining Staff Relationships	
Brainstorm reasons for developing and maintaining positive staff relationships. Key points: • Provides a positive environment for children • Keeps communication lines open to staff, parents, and volunteers • Projects a positive perception in community	Brainstorm.
Divide into small groups and develop a list of ways an assistant child care teacher can enhance staff relationships. Compare and contrast lists to develop a class list.	In small groups, list ways an assistant child care teacher can show a positive work attitude. Report list in class.
Assign a written project: What qualities does the student possess that would make him or her a valuable center staff member.	Written assignment: Outline professional qualities that the student possesses that would make him or her a good assistant child care teacher.
Working with Parents	
Discuss assistant child care teacher's role with parents: • Greeting parents and children. • Guiding and directing parental concerns and questions to appropriate staff personnel.	Participate in the discussion, giving examples of ways this role can be facilitated.
Discuss pros and cons of various ways of communicating with parents. Examples: • Individualized notes • Telephone calls • Newsletters • Bulletin Boards	Discuss pros and cons of various methods used to communicate with parents. Examples: • Individualized notes • Telephone calls • Newsletters • Bulletin boards
Have students sketch a bulletin board on paper for parents. This sketch should communicate information to the parent. Examples: • Tips on parenting • Information on child development • Upcoming center events • Safety • Nutrition • Health tips	Design and sketch a bulletin board for the parents.
Volunteers	
Discuss how volunteers can contribute to a center. Key points: • Potential for children to interact with other cultures and generations • Extra support for staff and children • Share talents or expertise	Discuss the question. Why are volunteers important to a center?

Teacher Involvement	Student Involvement
Brainstorm ways to make the volunteer feel welcomed and useful in a center. Examples: • Greeting by name • Providing a list of responsibilities • Supporting them as needed • Acknowledging their contributions	Share examples of ways to make the volunteer feel welcomed and useful.
Stress	
Identify stressors in a child care setting. Examples: • Poor pay • High turnover of staff/children • Lack of equipment/supplies • Hours • Low status	Describe stressors in a child care setting
Discuss ways to alleviate job stress. Solutions may include • time management. • support system. • personal time. • relaxation skills.	Participate in discussion.
The following are situations that an assistant child care teacher might encounter in a child care center. Discuss how they might be stressful and list ways of positively managing the stress. • As an assistant child care teacher, you feel you are not informed and do not really know what is going on in the center. What might you do? • You are an extremely neat, tidy, and organized person. However, the head teacher you are working under is not. How can you deal with your differences? • Some of the other child care teachers don't want to attend the required inservice meeting. They see it as a waste of time, You, however, feel it is valuable and would like to go. How would you deal with their request to join them for pizza instead? • As an assistant child care teacher, you work under two head teachers, one in the morning and one in the afternoon. Teacher A has a relaxed style, where you do what you want in the classroom. Teacher B, however, is much more structured and prefers a tightly planned schedule. How might this be stressful for you? How can you deal with it?	Divide into small groups and discuss ways of dealing with stressful situations outlined by teacher. Share ideas with larger group.

*Resources**

Beaty, J.J. *Skills for Preschool Teachers.*

Conger, F.A. and I. Ross. *Child Care Aid Skills.*

Decker, C.A. *Children: The Early Years.*

Herr, J. *Working with Young Children.*

Wilson, L C. *Infants and Toddlers: Curriculum and Teaching.*

The items listed below can be ordered from the National Association for the Education of Young Children:

Books

Honig, A.S. *Parent Involvement in Early Childhood Education Programs.*

Jorde-Bloom, P. *A Great Place to Work: Improving Conditions for Staff in Young Children's Programs.*

Reducing Stress in Young Children's Lives. J. McCracken, ed.

Stone, J.G. *Teacher-Parent Relationship.*

Video

Celebrating Early Childhood Teachers.

Whitebook, M. and J. Morin (17 min.) *Salaries, Working Conditions and the Teacher Shortage.*

The following video cassettes are available without cost through interlibrary loan, from the Wisconsin Department of Public Instruction, Division for Library Services, Bureau for Interlibrary Loan and Resource Sharing:

The Time Bomb Within (14 min.) VHS/V-887/No.1.

What the World Dishes Out (15 min.) VHS/V-887/No.2.

What You Bring on Yourself (11 min.) VHS/V-887/No. 3.22

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Working with Children

10 days

Overview
Arranging Student Placement Sites
Preparing Students for Participation Experiences
Classroom Interactions
Student Handouts

Course Objective: Participate in a classroom with a group of young children

Unit 10 Objectives: The student will be able to

- develop basic child observation skills.
- plan, implement, and evaluate developmentally appropriate activities for individuals and groups.
- model acceptable behavior.
- assist children in learning daily routines.
- guide children's behavior in adjusting to new activities.
- model correct grammar.
- observe children's body language for signs of aggression.
- encourage children to participate in cleanup activities.
- supervise and comfort children isolated because of emotional upset or illness.
- supervise snack and mealtime.

Overview

This unit is the culmination of the previous units. Unit 10 requires that students observe and participate in actual early childhood settings. Students should be guided and supervised by the instructor and the child care staff. The instructor needs to arrange placements for students in quality programs staffed by qualified early childhood personnel. Guidelines and evaluation forms will be provided for the cooperating child care staff. The students should also be given copies of these forms so they may become familiar with the evaluation forms prior to the actual participation experience.

Arranging Student Placement Sites

It is the instructor's responsibility to arrange placement sites. Since this process may be time consuming, it should be started early. To locate potential participation sites, contact the regional licensing office for a current list of child-care facilities. Another source for student placements may be the local kindergarten and early childhood program. Community after school programs are a third possibility. And, if necessary, an instructor may arrange a short term on-site program for preschool children.

Before students participate in a child care center or school classroom, it is recommended that the instructor visit the potential sites and consult with the cooperating teacher. The instructor can outline the program goals and requirements for the course and clarify any questions regarding

the responsibilities of personnel at the cooperating site. Secondly, she or he can provide the cooperating teachers with information regarding student participation requirements and qualifications.

Preparing Students for Participation Experiences

Before students begin their participation experience, discuss the importance of professional behavior. During the participation experience, the students should remember to practice a few simple behaviors:

- Be prompt and reliable. If ill, call the center and reschedule the time missed.
- Respect the program's policies and practices. Remember that a student is a guest in the cooperating program.
- Maintain confidentiality regarding children and staff.
- Participate with individuals or groups of children.
- Be prepared when presenting an activity.
- Be prepared to assist with menial tasks in the classroom.
- Dress appropriately.

Students should observe in the classroom several times before leading activities with children. Lesson plans must be previewed by the instructor and cooperating teacher before the student presents an activity to children.

A variety of forms and checklists that may be duplicated are included at the end of this unit. Adaptions may be necessary to meet the unique needs of a class.

The acceptance students get from their field placements and their comfort about their role as responsible adult workers are important steps in their developing a sense of independence.
—Susan Brand

Teacher Involvement	Student Involvement
Participation Experience	
Provide cooperating teachers and students with outlines of expected behaviors and copies of evaluation forms.	Review forms and clarify any questions.
Review goals and objectives of the participation experience with students, stressing the importance of professional behavior.	Listen and ask questions.
Have students write a personal journal about their participation experience. Encourage students to write down questions and concerns to be discussed as needed.	Write daily journal.
Have students keep regular anecdotal records on two children for the entire participation experience. (See Unit 3 observation section.)	Select two children. Regularly observe and write anecdotal records.
Have students plan *five* activities to use with children during their participation. They need to develop activity lesson plans for five different curriculum areas using the activity lesson plan form.	Select and plan activities.
Ask each student to write a lesson plan and present the activity to the class.	Present activity to class and evaluate possible changes.
Assign students the "Observation Checklist for Early Childhood Setting." (See student handouts, pages 167-173.)	Observe classroom and complete checklist. Discuss experience and findings.

Observation Checklist for Early Childhood Setting

Student	Date
Setting	Time
Center Contact	Center Phone Number

Place a check mark in the space before each item observed in the classroom.

1. What interest or activity areas were provided?
   - ☐ Art
   - ☐ Block building
   - ☐ Books and storytelling
   - ☐ Gross motor activities
   - ☐ Mathematics
   - ☐ Music
   - ☐ Science
   - ☐ Sensory (sand/water table)
   - ☐ Small manipulatives
   - ☐ Socio-dramatic play
   - ☐ Woodworking

2. If an art area was provided,
   - ☐ was there sufficient table space for several children?
   - ☐ was it located near a water source?
   - ☐ were a variety of art materials and tools available?
   - ☐ could the children independently select and return supplies?

3. If a block area was provided, did it include
   - ☐ assorted sizes and shapes of blocks?
   - ☐ an ample supply of blocks?
   - ☐ sufficient space for building?
   - ☐ accessories such as trucks, cars, people figures, and plastic animals?

4. If there was a book/story area, did the area include
   - ☐ a comfortable, quiet space to look at books?
   - ☐ books displayed at the children's level?
   - ☐ a variety of books for children of different ages and interests?
   - ☐ multi-ethnic books, such as books with illustrations of people from several cultures?

5. If a gross motor area was provided, did the area provide
   - ☐ climbing, crawling, and balancing equipment?
   - ☐ open space where children could safely move?

6. If a mathematics area was provided, were there
   - ☐ "hands-on" games and activities?
   - ☐ materials to sort, classify by color, shape, and size?

7. If a music area was provided,
   - ☐ were rhythm instruments available?
   - ☐ were records and record players and/or cassettes and cassette players available?
   - ☐ was there sufficient space for creative movement?

8. If a science area was provided, were there
   - ☐ gerbils, hamsters, fish, and/or insects?
   - ☐ interesting and inviting materials, displays, and arrangements such as flowers, rocks, bird nests?
   - ☐ were there magnifying glasses, color paddles, child-sized binoculars or a prism?

9. If sensory (sand/water) table was provided, was
   - ☐ the table large enough so several children could participate?
   - ☐ it placed near a water source?

10. If an area for small manipulative activity was provided, did the area include
    - ☐ a variety of puzzles matched to the ability levels of the children in the classroom?
    - ☐ a variety of manipulative toys and games?
    - ☐ toys at various levels of complexity?
    - ☐ an ample supply of materials to encourage cooperation?
    - ☐ storage that allows children to easily select and return toys and games?
    - ☐ toys and games that were in good working condition and puzzles that had all of the pieces?

11. If a socio-dramatic play area was provided,
    - ☐ was a full-length mirror available?
    - ☐ was equipment child-sized?
    - ☐ was dress-up clothing provided?
    - ☐ could children independently select and return clothing?
    - ☐ were dolls of different racial and ethnic groups provided?
    - ☐ were kitchen and table accessories available?

12. If there was a woodworking area, did the area include
    - ☐ child-sized goggles for eye protection?
    - ☐ child-sized tools?
    - ☐ defined space to which children would return tools?
    - ☐ tools in good working condition?

13. Did the setting provide
    - ☐ a locker for each child's personal belongings?
    - ☐ bulletin boards, placed at children's eye level?
    - ☐ adequate shelves and storage space for toys and equipment?
    - ☐ quiet areas separated from noisy areas?
    - ☐ uncluttered play spaces?
    - ☐ sufficient lighting and ventilation?

Activity Lesson Plan

Student's Name	Date
Activity	Time
Age Range of Children	Number of Children

Children's goals for activity:	Supplies, materials, and/or resources needed:

Student Handout 3

Activity Lesson Plan

Evaluation:

1. How did the children respond to the activity? Explain in detail.

2. Was the activity effective in meeting the activity goals?

3. If you were to repeat the activity, what would you do differently (teaching technique, different materials, other)?

4. Cooperating teacher's reactions and suggestions for the activity.

_____
Cooperating Teacher's Signature

_____
Center/School Name

Language Skills Checklist for 3 to 5 Year Olds

Student's Name	Date
Setting	Contact Person
Child's Name	Child's Age

Use yes, no or NA (not applicable) for each item, based on your observation of a child.

	Yes	No	NA
1. Initiates conversations occasionally.			
2. Speaks clearly to other children.			
3. Speaks clearly to other adults.			
4. Uses simple four to six word sentences.			
5. Ask questions.			
6. Makes requests.			
7. Talks informally with others at play.			
8. Responds to questions with more than one word.			
9. Uses the names of people and things around him or her.			
10. Communicates wants and needs with words.			
11. Speaks with adults.			
12. Speaks with children.			
13. Speaks to animals, toys and dolls.			
14. Follows simple directions (two or three step commands).			
15. Sits and listens to someone telling or reading stories.			

Student Handout 5

Evaluation of Student Assistant Teacher Participation Experience

Student's Name	Date
Cooperating Teacher's Name	Title
Name of School/Center	

This evaluation form should be used after the student has completed at least 10 days of classroom participation.

Please mark the most appropriate response to each question:

	Very Well	Fairly Well	Needs Improvement
I. Activities:			
1. Were the activities the student planned matched to the developmental level of the children?			
2. Was the student well prepared?			
3. Was the student organized in presenting the activity?			
4. Did the student have sufficient materials and supplies for the activity?			
5. Did the student take initiative to set up the activity?			
6. Did the student assume responsibility to clean up after the activity?			
II. Interaction with the Children: **Did the student**			
1. model acceptable behavior?			
2. speak in a clear pleasant voice that was easy to understand?			
3. assist children in learning daily routines?			
4. maintain the established classroom limits.			
5. assist and support children adjusting to new activities and experiences?			
6. model correct grammar?			
7. recognize signs of aggression in children?			

Evaluation of Student Assistant Teacher Participation Experience (continued)

	Very Well	Fairly Well	Needs Improvement
III. Interaction with the Children: **Did the student**			
8. redirect children to other activities as needed?			
9. encourage children to participate in clean-up activities?			
10. supervise and comfort children who were isolated because of emotional upset or illness?			
11. supervise and participate during snack and/or meal time?			

3. Describe the strengths and weaknesses of the student.

4. Overall evaluation of student performance.

- ☐ Excellent performance
- ☐ Very good performance
- ☐ Good performance
- ☐ Adequate performance
- ☐ Needs improvement

Comments

Signature of Evaluator	Signature of Student

Professional Development

UNIT 11

4 days

Overview
Attitude
Skills and Abilities
State Licensing Rules
Further Opportunities for Education
Classroom Interaction
Student Handouts
Resources

Course Objective: Recognize the importance of self-management and development as an assistant child care teacher

Unit 11 Objectives: The student will be able to

- identify the importance of a positive attitude in the work place.
- explain the importance of accepting advice and supervision from the director and head child care teacher.
- explain the importance of the following skills and abilities which are essential for the assistant child care teacher:
  a. has positive work attitude
  b. has good work habits, is on time, is dependable
  c. is safety conscious
  d. understands the value/importance of work
  e. is friendly and courteous
  f. works well with others
  g. accepts advice amd supervision
  h. is flexible
  i. listens well enough to understand
- shadow a head child care teacher for a day, recording his or her responsibilities and routines.
- identify further opportunities for child care education in the field of child care at the post-secondary and college levels.
- identify the state licensing rules for which the assistant child care teacher is responsible.
- identify major child care resources, such as publications and equipment catalogs.

Overview

An assistant child care teacher is an integral member of the center staff. Positive attitudes are demonstrated by maintaining confidentiality; following center rules; using good work habits; and accepting responsibility, advice, and supervision. Effective assistant child care teachers possess the following skills and abilities: flexibility, communication and listening skills, courtesy, friendliness, and dependability.

Assistant child care teachers help maintain an environment that fosters the health and safety of children. This requires being familiar with the Wisconsin Administrative Code, HSS 55, Licensing Rules for Group Day Care Centers.

There are a variety of opportunities at both the post-secondary and college level in child care services. Child care resources, publications, and catalogs are also available.

Attitude

A positive work attitude is essential. The assistant child care teacher is a center staff team member. The staff member works under the direction and guidance of a teacher who is responsible for meeting the goals and objectives defined by the center.

An assistant child care teacher who possesses a positive work attitude is a great asset to the center and staff. This attitude is demonstrated by a willingness to behave in a professional manner.

To function effectively as part of the team, the assistant child care teacher should maintain confidentiality which means not discussing information about children and their families with anyone other than the person involved or another professional who might help. It also means not talking to parents about their child's negative behavior when the child is present.

The assistant teachers also must practice good work habits such as being dependable, flexible, and willing to help others. Following through on tasks and showing initiative are also positive habits. It is necessary to accept advice and supervision from the director and head child-care teacher and to follow the center rules. This promotes positive staff relations and contributes to one's professional growth.

In a caring, cooperative work place human dignity is respected, professional satisfaction is promoted, and positive relationships modeled.
—Code of Ethical Conduct
The National Association for the Education of Young Children

Skills and Abilities

Just as a positive work attitude is important to be an effective staff member, so too are the skills and abilities that a person brings to the job. These skills and abilities allow the center to run more smoothly and assure its standard of care for the children. Important skills and abilities to possess include the following:

Flexibility: Changes in plans, schedules, and responsibilities at the center may be necessary.

Modeling: Children observe and copy the behavior of assistant child care teachers. Personal attitude, professionalism, and grooming reflect upon the center.

Communication skills, both verbal and nonverbal: A speaker's tone, clarity and word choice affects relationships. What is said should be well thought out and clearly spoken. Nonverbal communication such as posture, dress, facial expressions, and gestures are as important as verbal skills.

Listening skills: To become an effective listener, look directly at the person who is talking. Also, listen carefully to what is being said and avoid interrupting. Sometimes it is a good idea to rephrase what was said to determine whether you understand.

Good work habits: Good work habits include accepting responsibility, being on time, being dependable, working well with others, and understanding the importance of the job.

The skills and abilities that Wisconsin center directors consider important in hiring assistant child care teachers are ranked in order:

1. Has positive attitude toward work
2. Has positive work habits, is on time, is dependable
3. Is safety conscious
4. Understands value/importance of work
5. Is courteous and friendly
6. Works well with others, settles differences independently
7. Accepts advice and supervision
8. Is flexible
9. Listens well enough to understand
10. Follows through on assignments
11. Is willing to learn new skills
12. Is willing to improve job skills
13. Speaks clearly and correctly
14. Has specific skills required to perform job
15. Initiates, plans, directs own work
16. Is healthy, avoids illness
17. Makes decisions in own area of work
18. Recognizes, solves personal problems independently
19. Maintains a good appearance (grooming, dress)
20. Produces quality work, is accurate, does not waste time
21. Produces appropriate quantity of work

State Licensing Rules

An assistant child care teacher is responsible for helping with the health, safety, and sanitation of the children, and the maintenance of the center. Therefore, he or she needs to become familiar with appropriate sections of the Wisconsin Administrative Code, HSS 55, Licensing Rules for Group Day Care centers. The pertinent sections are

- *Maintenance, HSS 55.33 (1)* This section deals with the building.
- *Safety, HSS 55.33 (2,3,4,)* This section deals with protective measures, emergencies, and fire protection. Section 55.09 deals with transportation safety.
- *Sanitation, HSS 55.33 (5)* This section deals with the premises, including both indoor and outdoor space. 55.33 (9) includes sanitary procedures for dish washing and food preparation.

• *Health, 55.34(6)* Included in this section are procedures for handling ill children, administering medication, and dealing with injuries and accidents.

Further Opportunities for Education

A degree (1-2 years) at a technical college or by bachelor's degree in child development or early childhood education are educational opportunities. Check with local two and four year colleges for information on programs offered.

In addition to basic career training, individuals in child-related careers are required to participate in inservice education on a regular basis. Inservice education may include workshops, seminars, or child-related course work.

Major Child Care Resources: Publications and Catalogs

The National Association for the Education of Young Children and the American Home Economics Association are professional organizations that publish relevant books and materials. They also sponsor professional conferences on the state and national levels.

Numerous professional publications related to child care services are available. Some examples are listed below.

Publications

Child Welfare (monthly)
Child Welfare League of America, Inc.
44 E. 23rd Street New York, NY 10010.

Childhood Education
Association For Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Early Childhood Exchange
Cooperative Extension Service
United States Department of Agriculture
University of Wisconsin-Extension
Madison, WI 53706

Journal of Home Economics (quarterly)
American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, DC 20036

Young Children (bimonthly)
National Association for the Education of Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009

Equipment Catalogs

ABC School Supply, Inc., 437 Armour Circle, N.E., Atlanta, GA 30324.

Beckley-Cardy Service, 16306 Glendale Drive, P.O. Box 469, New Berlin, WI 53161.

Childcraft Education Corporation, 20 Kilmer Road, Edison, NJ 08817 (toys for classroom, fine motor skill, conceptual development).

Creative Playthings, Inc., Princeton, NJ 08540 (skills development equipment and materials).

Kaplan School Supply Corporation, 600 Jamestown Road, Winston-Salem, NC 27103 (catalog of play, learning, and growth).

Lakeshore Curriculum Materials Co., 2695 E. Dominguez Street, P.O. Box 6261, Carson, CA 90749.

Nasco, 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538. Phone: (800) 558-9595.

Scholastic Book Services, Scholastic Audiovisual Materials, 906 Sylvan Avenue, Englewood Cliffs, NJ 07632.

St. Paul Book and Stationery, 2151 Highland Mall, Eau Claire, WI 54701. or 1233 West County Road East, St. Paul, Minnesota 55112. Phone: (800) 338-7727.

Shadow a Head Child Care Teacher

Each student should shadow a head child care teacher and record his or her responsibilities and routines. Contact the teacher(s) and make arrangements in advance of this assignment. An observation form and interview questions are included at the end of the unit.

Teacher Involvement	Student Involvement
Positive Attitude	
Brainstorm how an individual can be an effective "team" member. Key points: • Maintaining confidentiality • Following rules • Developing good work habits	Participate.
Discuss why it is important to accept advice and supervision. Key points: • Professional growth • Maintenance of staff relations • Knowledge	Participate.
Invite a director to discuss what he or she looks for when hiring an assistant child care teacher.	Prepare questions. Examples: • What qualities should an assistant child care teacher possess? • What responsibilities does the assistant child care teacher have?
Important Skills and Abilities	
List skills and abilities an assistant child care teacher needs. Examples: communication skills, listening skills, work habits, modeling.	List skills and abilities needed by an assistant child care teacher.
Assign a one-page paper. What skills and abilities do you possess that would make you an effective staff member?	Write one-page paper.
State Licensing Rules	
Review the pertinent sections of the Wisconsin Administrative Code concerning • health and safety. • sanitation. • maintenance.	Review.
Further Opportunities for Education	
Invite a guidance counselor to discuss further educational opportunities on the post-secondary and college levels. Invite technical college personnel to discuss one- and two-year child care training programs.	Participate.
Review brochures and catalogs of post-secondary college programs related to child care services.	Examine and compare brochures and catalogs.

Teacher Involvement	Student Involvement
Discuss various career ladders possible in child care/early childhood education/child development to become • head teacher. • director of center. • kindergarten teacher. • child development teacher in high school.	Discuss career options.
Assign one-page paper: What are your career goals upon graduation? Two years and five years from graduation?	Write one page paper explaining goals.
Major Child Care Resources	
Display various publications and catalogs. Examples: • *Young Children* • ABC School Supply • Childcraft	Examine publications and catalogs.
Assign: Write to one organization for information.	Write to one organization for information.
Shadow a Head Teacher	
Assign: Shadow head child care teacher. Complete observation report.	Shadow head teacher completing observation form (student handout).
Assign: Interview a head teacher in a child care center using interview form. (Student handout.)	Discuss in large group the results of the observations and interviews.

Observation Form

Teacher Responsibilities and Routines

Name	Date
Center	Teacher's Name
Time Present *from/to*	

In the space below, record the time you observed and what you observed the teacher doing. For example: *9:00-9:15/Greeted parents and children by name. Instructed children to find an activity among those set up. Assisted those children who needed help with removing outdoor clothing.*

Time	Activities Observed

Student Handout 2

Interview Form: Head Child Care Teacher

Teacher's Name		Date
Student's Name	Center	
Time Present *from/to*		

1. Where did you receive your training/education? What qualifies you to teach young children? What type of degree do you hold?

2. How long have you been a head teacher at this center?

3. Is this a typical day in terms of what your normal teaching responsibilities are? Why or why not?

4. What part of your job do you enjoy the most?

5. Do you plan room activities for the children with the other center staff or by yourself? Briefly describe how you go about planning these activities.

6. What guidance techniques do you find work best when redirecting young children?

7. What qualities do you think are important in an assistant child care teacher? Name five.

8. What journals, conferences, or inservices do you find helpful in keeping current in the field of child care services?

Skills and Abilities

Just as positive work attitude is important to be an effective staff member, so too are the skills and abilities that a person brings to the job which allow the center to run more smoothly and assure its standard care for the children. Important skills and abilities to possess include the following:

Flexibility. Changes in plans, schedules, and responsibilities at the center may be necessary.

Modeling. Children observe and copy the behavior of assistant child care teachers. Personal attitude, professionalism, and grooming reflect upon the center.

Communication skills, both verbal and nonverbal. A speaker's tone, clarity, and word choice affects relationships. What is said should be well thought-out and clearly spoken. Nonverbal communication such as posture, dress, facial expressions, and gestures are as important as verbal skills.

Listening skills. To become an effective listener look directly at the person who is talking. Also, listen carefully to what is being said and avoid interrupting. Sometimes, it is a good idea to rephrase what was said to determine whether you understand.

Good work habits. Good work habits include accepting responsibility, being on time, being dependable, working well with others, and understanding the importance of the job.

The skills and abilities that Wisconsin center directors consider important in hiring assistant child-care teachers are ranked in order:

1. Has positive attitude toward work
2. Has positive work habits, is on time, is dependable
3. Is safety conscious
4. Understands value/importance of work
5. Is courteous and friendly

*Resources**

Beaty, J.J. *Skills for Preschool Teachers.*

Conger, F.S. and J.B. [illegible] *Child Care Aide Skills.*

Decker, C [illegible] *Children: The Early Years.*

Herr, J. *Working with Young Children.*

Wilson, L.C. *Infants and Toddlers: Curriculum and Teaching.*

Wisconsin Administrative Code, HSS55, Licensing Rules for Group Day Care Centers. Division of Health and Social Services.

The following items can be ordered from the National Association for the Education of Young Children:

Books

Hendrick, J. *Why Teach?*

Katz, L.G. and E.H. Ward. *Ethical Behavior in Early Childhood Education.*

Seaver, J.W. et al. *Careers with Young Children: Making Your Decision.*

Brochure

Careers in Early Childhood Education.

Reports

McCarthy, J. *Early Childhood Teacher Certification Requirements.*

Video

The Uniqueness of the Early Childhood Profession (17 min.).

*See Appendix B, page 194, for complete bibliographic data, addresses, phone numbers, and IBSN numbers.

Appendixes

4

Child Care Services
Resources

Appendix A

Child Care Services

Rationale and Research

The U. S. Bureau of Census reported that in 1986, 34.1 million or 58 percent of all children under 18 had mothers in the labor force. This figure includes 9.97 million children five years old and younger. Projections for 1995 indicate that two-thirds of all preschool children will have working mothers.

Today more than half of all child care arrangements are outside the family home. Family day care accounts for 22.3 percent of the child care arrangements for children under five. The remainder of children, over 27 percent, are cared for in day care centers.

The need for qualified day care workers has risen proportionately as the number of children attending centers has increased. At the same time, the pool of qualified workers has not increased to match the demand. As result, there is a need for training child care personnel to meet increasing demands.

In 1986-1987, University of Wisconsin-Stout received a grant to study the feasibility of coordinating child care services for local schools through the Wisconsin Department of Public Instruction. This grant involved

- surveying the literature on existing child care service programs in other states.
- visiting existing child care service programs in Wisconsin and Minnesota.
- conducting a telephone survey of additional Wisconsin and Minnesota child care service programs to ascertain commonalties.
- developing an instrument and conducting a survey of Wisconsin day care directors to determine hiring practices for child care teachers and assistant child care teachers.
- developing an instrument and conducting a survey of Wisconsin day care child-care teachers and assistant child care teachers to identify the important job competencies and the frequency that tasks were performed by teachers and assistant teachers in Wisconsin day care centers.
- reviewing existing licensing requirements for Wisconsin day care centers, including the need for child care teachers and assistant teachers.

Based upon the results of the 1986-1987 grant activities, it is feasible to develop a coordinated child care service program at the secondary level in Wisconsin to train assistant child care teachers. This conclusion is supported by data collected from directors of Wisconsin day care centers.

Study of Hiring Practices

One-fourth of Wisconsin day-care directors were randomly selected to participate in a study on hiring practices in early 1988. To identify these individuals, the list of approved center directors was obtained from the Department of Health and Social Services. Surveys were mailed to 274 directors and responses were received from 189 directors. This represented a 69 percent return.

Center directors reported that it takes 1-90 days to fill an assistant child care position with an average of 14 days. These directors reported 247 openings in the last year. Since this was a random survey representing one-fourth of the directors, it can be projected that approximately 1,000 assistant child care teacher positions were available in the state.

The majority of Wisconsin day care directors reported they would hire an 18 year old high school graduate who had completed the Department of Health and Social Services approved training to become an assistant child care teacher. Furthermore, two-thirds of the directors also indicated they would hire an 18 year old who completed the approved 40 hour course and had child care work experiences. These directors agreed that they would prefer to have a larger pool of qualified assistant child care teachers from which to choose.

Required Skills and Abilities in Assistant Child Care Teachers

Directors were asked to rate the skills and abilities they considered important in assistant child care teachers. All 25 skills and abilities listed below were considered important by these day care directors. All skills are listed in order of importance, 1-25.

1. Shows a positive attitude toward work.
2. Has good work habits, is on time, is dependable.
3. Is safety conscious.
4. Understands the value and importance of work.
5. Is courteous and friendly.
6. Works with others, settles differences independently.
7. Accepts advice and supervision.
8. Is flexible.
9. Listens well enough to understand.
10. Follows through on assignments.
11. Is willing to learn new skills.
12. Is willing to improve job skills.
13. Speaks clearly and grammatically.
14. Has specific skills required to perform job.
15. Initiates, plans, directs own work.
16. Is healthy, avoids illness.
17. Makes decisions in own area of work.
18. Recognizes, solves problems independently.
19. Maintains a good appearance (grooming, dress).
20. Produces quality work, with accuracy and no waste.
21. Produces appropriate quantity of work.
22. Reads with understanding.
23. Learns new skills quickly.
24. Writes standard English (spelling, punctuation, and capitalization).
25. Knows basic mathematics.

Important Competencies of Assistant Child Care Teachers

Items that assistant child care teachers indicated were moderately important to very important in their work in Wisconsin day care centers are grouped by type:

Child Guidance Competencies

1. Use verbal techniques.
2. Use nonverbal guidance techniques.
3. Set appropriate behavioral limits based on the child's state of development.

4. Guide child's behavior in adjusting to new situations.
5. Model correct grammar and appropriate vocabulary.
6. Monitor behavior of children.
7. Enforce safety rules to guide interaction.
8. Use positive guidance techniques.
9. Choose developmental appropriate toys/activities.
10. Model acceptable behavior.

Health, Nutrition, and Housekeeping Competencies

1. Help the children to develop good food habits and table manners.
2. Recognize signs of illness and provide necessary care.
3. Assist the children in developing good housekeeping habits, such as picking up toys after use.
4. Aid in establishing children's independence in routines of toileting, bathing, and dressing.
5. Aid in establishing a relaxed atmosphere.
6. Foster independent eating practices.
7. Recognize symptoms of illness, including behavior patterns.

Professional and Personal Development Competencies

1. Acknowledge feelings and property of others.
2. Accept instruction and guidance from director.
3. Follow personnel policies.
4. Maintain confidentiality of records concerning individuals in the facility.
5. Manage time and energy to do job effectively.
6. Recognize changing needs of employer and staff.
7. Work cooperatively with staff.

General Program Competencies

1. Interact with individual children during free play.
2. Plan and coordinate activities according to the developmental stages of individuals enrolled.
3. Present a variety of activities.
4. Assist with planning activities according to the developmental stages of the individuals enrolled.

First Aid and Safety Competencies

1. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children.
2. Select and use age appropriate safety restraints when transporting children.
3. Maintain CPR and infant CPR skills.
4. Help child assume responsibility for the correct use and care of equipment and materials.

Social/Emotional Development Competencies

1. Model listening for children.
2. Promote development of child's self concept.
3. Praise children's efforts as well as accomplishments.
4. Encourage sharing in children's daily activities.

Assistant Child Care Teacher Tasks

Wisconsin assistant child care teachers indicated that they performed the following tasks daily, several times a week or at least once a week:

Health, Nutrition, and Housekeeping

1. Assist in toilet training.
2. Plan snacks and meals that encourage self feeding.
3. Clean cabinets/cupboards/shelves.
4. Serve snacks.
5. Help the children develop self-help skills.
6. Supervise during nap time.
7. Replenish sanitation supplies.
8. Supervise snack and mealtime.
9. Provide initial care for sick or injured children.
10. Store food and cleaning supplies.
11. Vacuum and dust.
12. Help children keep track of their belongings.
13. Arrange cots/mats for children's rest period.
14. Encourage children to set and clean off the table.
15. Wash dishes and other items by hand or with the dishwasher.
16. Supervise and comfort children isolated because of emotional upset, illness, or tiredness.
17. Sanitize children's toys and living areas.
18. Change diapers and other clothing when necessary.
19. Clean mirrors, windows, floor, range, refrigerators, and other equipment.
20. Feed exceptional children or assist children with mealtime activities.

General Program Tasks

1. Prepare/organize teaching materials and aids.
2. Supervise special activities.
3. Maintain supplies for teacher and children.
4. Assist children in learning center routines.
5. Adjust curriculum/plans to accommodate unexpected developments.
6. Relieve teachers for short periods, when needed.
7. Plan transitions for moving from one activity to another.
8. Supervise arrival and departure routines.

Creative Development Tasks

1. Plan/guide science/nature activities.
2. Plan/guide art activities to emphasize process.
3. Provide materials for socio-dramatic play.
4. Plan/guide music and movement activities.
5. Plan/guide sensory activities.
6. Prepare art materials.
7. Rearrange the classroom and play yard so they are appropriate for play and learning experiences.

Interpersonal Skills Tasks

1. Greet children/adults/family members and visitors.
2. Report or record children's behavioral changes.
3. Encourage parent involvement or activities.
4. Report accidents to the director.
5. Answer telephones and take messages.
6. Confer with parents on children's development.
7. Inform parents of day-to-day activities.

Professional and Personal Development Tasks

1. Handle stressful situations with children and/or their parents.
2. Keep up to date by reading professional child care publications.

Management/Supervision Tasks

1. Participate in staff meetings.
2. Request supplies as needed.

Guidance Tasks

1. Adjust schedule to accommodate activities.
2. Communicate center guidance techniques to parents.
3. Observe children's body language for signs of aggression.
4. Use "time-outs" as a guidance technique.
5. Limit number of children in groups.

Equipment/Audiovisual Tasks

1. Operate small audio visual equipment.
2. Operate kitchen equipment.

First Aid and Safety Tasks

1. Remove classroom safety hazards.
2. Report necessary repairs to the directors.
3. Administer first aid if necessary.

Language Development Tasks

1. Choose book for daily reading or storytelling.
2. Plan/guide language activities.
3. Read and tell stories.

Social/Emotional Development Tasks

1. Plan nonsexist activities.
2. Provide experiences for children in which they are able to accomplish and succeed.

Management/Supervision Competencies

1. Manage personal stress in the work setting.
2. Incorporate new ideas into the program.

Appendix B

Resources

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The following items can be ordered from the National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009-5786. Phone: (202)232-8777; (800)424-2460.

Books

Baker, K.R. *Let's Play Outdoors.* Order #101. ISBN 0-912674-23-7.

Blau, R. et al. *Activities for School-Age Child Care.* Order #214. ISBN 0-935589-26-9.

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Derman-Sparks, L. and A.B.C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children*. Order #242. ISBN 0-935989-20-X.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. S. Bredekamp, ed. Order #224. ISBN 0-935989-11-0.

A Guide To Child Care Regulations in Wisconsin. Order #720.

Healthy Young Children: A Manual for Early Childhood Programs. Kendrick, A.S. et al, eds. Order #704. ISBN 0-935989-13-7.

Hendrick, J. *Why Teach*? Order #220. ISBN 935989-05-6.

Honig, A.S. *Parent Involvement in Early Childhood Education Programs*. Order #135. ISBN 0-912674-70-9.

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Seaver, J.W. et al. *Careers with Young Children: Making Your Decision.* Order #200. ISBN 0-912674-64-4.

The Significance of the Young Child's Motor Development. G. Engstrom, ed. Order #128. ISBN 0-912674-32-6.

Skeen, P., A.P. Garner, and S. Cartwright. *Woodworking for Young Children.* Order #122. ISBN 0-912674-85-7.

Stone, J. G. *A Guide to Discipline.* Order #302. ISBN 0-912674-62-8.

Stone, J. G. *Teacher-Parent Relationships.* Order #226. ISBN 0-935989-10-2.

Souweine, J., S. Crimmins, and C. Mazel. *Mainstreaming: Ideas for Teaching Young Children.* Order #114. ISBN 0-912674-77-6.

Sullivan, M. *Feeling Strong, Feeling Free: Movement Exploration for Young Children.* Order #100. ISBN: 0-912674-82-2.

Understanding the Multicultural Experience in Early Childhood. Saracho, O.N. and B. Spodek, eds. Order #125. ISBN 0-912674-84-9.

Vergeront, J. *Places and Spaces for Preschool and Primary* (Outdoors). Order #311. ISBN: 0-935989-25-0.

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Warren, R. M. *Caring: Supporting Children's Growth.* Order #213. ISBN 0-912674-54-7.

Brochures

Careers in Early Childhood Education. Order #505.

Good Teaching Practices for 4 and 5 Year Olds. Order #522.

Helping Children Learn Self-Control. Order #572.

Honig, S. *Love and Learn: Discipline for Young Children.* Order #528.

Keeping Healthy: Parents, Teachers and Children. Order #577.

So Many Goodbyes: Ways to Ease the Transition Between Home and Groups for Young Children. Order #573.

Toys: Tools for Learning. Order #571.

Curriculum Packet

We Love You—Buckle Up. Order #746.

Reports

McCarthy, J. *Early Childhood Teacher Certification Requirements.* Order #752.

Willer, B. *The Growing Crisis in Child Care: Quality, Compensation and Affordability In Early Childhood Programs.* Order #751.

Resource Guide

Child Care Center Diseases and Sick-Child Care. Order #785.

Videos

Babies and Child Care (47 min.) Order #881.

Berlfein, J. *A Classroom with Blocks* (16 min.) Order #821.

Caring For Infants and Toddlers (17 min.) Order #801.

Celebrating Early Childhood Teachers (22 min.) Order #860.

Culture and Education of Young Children (16 min.) Order #803.

Curriculum for Preschool and Kindergarten (16 min.) Order #804.

Developmentally Appropriate Practice: Birth through Age 5 (27 min.) Order #854.

Discipline (17 min.) Order #805.

Discipline: Appropriate Guidance of Young Children (28 min.) Order #855.

Environments for Young Children (18 min.) Order #806.

How Young Children Learn to Think (19 min.) Order #809.

Play and Learning (18 min.) Order #807.

Seeing Infants with New Eyes (26 min.) order #852.

The Uniqueness of the Early Childhood Profession (17 min.) Order #810.

Whitebook, M. and J. Morin. *Salaries, Working Conditions, and the Teacher Shortage.* (17 min.) Order #811.

The following video cassettes are available without cost through interlibrary loan, from the Wisconsin Department of Public Instruction, Division for Library Services, Bureau for Interlibrary Loan and Resource Sharing, 2109 South Stoughton Road, Madison, Wisconsin 53716. Phone: (608)221-6171.

Choose-A-Book-For-Me (15 min.). VHS/V-643/No. 3.

Come and See: An Overview of Preschool Development (17 min.) VHS/V461/No.1.

Know and Think: An Overview of Cognitive Development (15 min.) VHS/V-462/No. 5.

Laugh and Cry: An Overview of Emotional Development (12 min.) VHS/V-462/No.3.

Meet and Greet: An Overview of Social Development (14 min.) VHS/V-462/No.2.

Move and Do: An Overview of Physcial Development (18 Min.) VHS/V-462/No.4.

Picture Books, An Endless Variety (21 min.). VHS/V-643/No.4.

Public Library Services (10 min.). VHS/V-643/No.2.

Reading as a Family (19 min.). VHS/V-643/No.5.

Reading, for the Fun Of It (16 min.). VHS/V-643/No.1.

The Time Bomb Within (14 min.) VHS/V-887/No.1.

What the World Dishes Out (15 min.) VHS/V-887/No. 2.

What You Bring on Yourself (17 min.) VHS/V-887/No. 3.

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